Gandhi Memorial College Of Education Bantalab Jammu

ICSE English Comprehension Practice

Revised Edition

Valentine Roy
Debabrata Ghosh

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ICSE ENGLISH COMPREHENSION PRACTICE

Revised Edition

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Gandhi Memorial College Of Education Bantalab Jammu

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Preface

In most of the English medium schools English is taught as the first language. Yet for almost all students in India, it is only the second language, if not the third. Keeping this in view, we have selected comprehension passages that are familiar as well as exotic, thought provoking, relevant and meaningful to the life and interests of senior adolescents in India.

According to the new ICSE syllabus, questions in the exercises are to be designed to test the ability of the students to :

(a) infer information, intentions and attitude from the content of the extract and its organisation,

(b) identify common English words, phrases, idioms and structures with their contextual meanings,

(c) sift salient ideas from supporting details and summarise those with specific word limits,

(d) test their knowledge of functional grammar, structure and usage in English.

Accordingly, we have tests for textual comprehension, vocabulary and summarisation skills as well as language structures and usage for practice in better communication with a sense of humour. The solved papers and grammatical problems will surely provide the students with an insight into the language paper as such and help them improve their communication skills. Keys to functional grammar, structures and usage (as in Q 2a, b, c and d) may be of some help to students. Keys should, however, be consulted only as the last resort.

While following the pattern of ICSE English I, we have made some variations designed to facilitate the students to anticipate any possible changes in the question pattern within the framework of the syllabus.

Apart from students of English language for ICSE and CBSE courses, this book may be useful in learning English as the second language for different courses under Higher Secondary Boards and Universities.

V. Roy
D. Ghosh

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Comprehension, Precis, Functional Grammar

GENERAL GUIDELINES FOR ANSWERING COMPREHENSION QUESTIONS

1. Wherever possible, answer in complete sentences.
2. Keep each answer short and to the point.
3. Do not use figures of speech. Avoid rhetorical expressions. Write statements.
4. Never answer simple 'yes' or 'no'. If asked for your opinion, give it, backed up by reasons for it.
5. When asked to explain a word give one answer only. For example, if asked to say what 'humorous' means do not say amusing, funny or peculiar. Decide on the best answer in the context of the passage. For example, humorous means *amusing.* By underlining this answer you help your examiner.
6. When asked to explain a word, give, wherever possible, the same part of speech ; that is, if asked to explain humour (a noun) do not answer to amuse (a verb). Use amusement (a noun, as in the original).
7. If asked to explain a phrase, a clause or a sentence, do not merely copy the words of the original. For example, if asked to explain continual expansion without inflation, don't say *Continual* growth *without inflation.* The three words italicised should also be in your own words. A suggested explanation could be ; The phrase means *steady growth and no higher cost of living.*

Suggested steps for writing Precis/Summary

1. Read the relevant portions or paragraphs indicated in the question.
2. Read it again and (i) jot down essential points, (ii) supply a short title.
3. Connect these points into one paragraph in columns of five words to each line. This may be called Your FIRST DRAFT.
4. Count the number of words used. The words may be little less or more than the required number.
5. Write a FINAL DRAFT. Cross out the FIRST DRAFT.
6. Count the number of words. Write it at the end in bold letters. For example, *80 WORDS.* Underline it.
7. Check Your FINAL DRAFT to make sure you have NOT USED—
   (i) questions

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(ii) direct speech

(iii) figures of speech

(iv) explanations or illustrations.

8. Read over the final version once again, checking for errors in English and making sure it makes sense and answers the questions.

Suggested Steps for Answering the Grammar Type Questions

Transformation of a sentence from one grammatical form to another without changing its meaning is done in different ways.

1. CONVERSION FROM ACTIVE TO PASSIVE AND VICE VERSA

(i) They say, he is a saint. (Active)
It is said that he is a saint. (Passive)
or He is said to be a saint (Passive)

(ii) He satisfied all. (Active)
All were satisfied with him. (Passive)
(not *by him*)

2. CONVERSION FROM AFFIRMATIVE SENTENCE TO NEGATIVE AND VICE VERSA.

(i) He is too weak to speak. (Affirmative and simple)
He is so weak that he cannot speak. (Negative and complex)

(ii) As soon as he went away, they began to talk. (Affirmative)
No sooner did he go away than they began to talk. (Negative)

(iii) He is very strong. He can strike hard. (Affirmative—two simple sentences)
He is strong enough to strike hard. (Positive and simple).
Use so ... that (so strong that he can strike hard) to make it complex.

3. CONVERSION BY REMOVAL OF 'TOO' AND VICE VERSA.

(i) She is too shy to ask a question.
She is so shy that she cannot ask a question.

(ii) The news is too good to be true.
The news is so good that it cannot be true.

4. CONVERSION BY CHANGE OF DEGREES OF COMPARISON AND VICE VERSA

(i) I am not as tall as he. (Positive)
He is taller than I. (Comparative)

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(ii) This is the longest station I have ever seen. (Superlative)

This station is longer than any other station I have ever seen (Comparative)

No other station I have ever seen is as long as this. (Positive)

5. CONVERSION FROM ASSERTIVE SENTENCE TO INTERROGATIVE AND VICE VERSA.

(i) He told him to go home. (Assertive)
Did he not tell him to go home? (Interrogative)

(ii) You will never learn to be polite. (Assertive)
When will you learn to be polite? (Interrogative)

6. CONVERSION FROM ASSERTIVE SENTENCE TO EXCLAMATORY AND VICE VERSA.

(i) It is a very interesting film. (Assertive)
What an interesting film! (Exclamatory)

(ii) You are very clever (Assertive)
How clever you are! (Exclamatory)

7. CONVERSION BY SUBSTITUTION OF ONE PART OF SPEECH FOR ANOTHER

(i) He *replied* promptly. (Verb)
He gave a prompt *reply*. (Noun)

(ii) He will *probably* come. (Adverb)
It is *probable* that he will come. (Adjective)

(iii) This *differs* from that. (Verb)
This is *different* from that. (Adjective)

(iv) He has *affection* for me. (Noun)
He is affectionate to me. (Adjective)

8. CONVERSION BY EXPRESSING CONDITIONAL SENTENCES IN DIFFERENT WAYS.

(i) Unless you agree, I cannot speak to him.
In case you agree, I shall speak to him.

(ii) If you had come, my brother would not have died.
Had you come, my brother would not have died.

9. CONVERSION BY EXPRESSING CONCESSIONAL OR CONTRASTING SENTENCES IN DIFFERENT WAYS.

(i) She is fair; *all the same* she is not proud.

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She is fair ; *none the less* she is not proud.

(ii) *Though* he is poor, he is honest.

Although he is poor, he is honest.

10. CONVERSION FROM SIMPLE TO COMPLEX SENTENCES AND VICE VERSA.

(i) He is certain *of success.* (Simple)

He is certain *that he will succeed.* (Complex)

(ii) This problem is *too difficult to be solved.* (Simple)

This problem is so difficult *that it cannot be solved.* (Complex)

11. CONVERSION FROM SIMPLE TO COMPOUND SENTENCES AND VICE VERSA.

(i) *Owing to ill health*, I could not finish the job. (Simple)

I was in ill health, *so* I could not finish the job. (Compound)

(ii) *In spite of their search,* they could not find him. (Simple)

They searched, *but* could not find him. (Compound)

12. CONVERSION FROM COMPLEX SENTENCE TO COMPOUND SENTENCE AND VICE VERSA.

(i) *As he did not work hard,* he failed. (Complex)

He did not work hard ; *therefore* he failed. (Compound)

(ii) *If you do not start at once* you will miss the train. (Complex)

Start at once, *or* you will miss the train. (Compound)

Solved Passage

A. Read carefully the passage given below and then answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Many young people do not wish to stay at school and be treated as children. The gap between the minimum school-

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leaving age of 15 and starting an apprenticeship at 16 is unnecessary and often wasted, a time when *disillusion* begins to take root. Those begining to opt out of school find it easy to drift, and out of idleness and frustration become *delinquent.*

For the fortunate 20 per cent who stay at school and go to college and university there is the supporting frame-work of a tutorial education service and the student medical service, which are being rapidly expanded. The remaining 80 per cent are left largely to their own resources. They face the difficulty of adjusting to a new environment for which they have been inadequately prepared, gone through the adolescent *metamorphosis* from child to adult.

The Youth Employment Service is too little, too late, understaffed and without continuity. Apart from the school-leaving interview, it deals with self-selected groups. Those most in need are least likely to make proper use of it. The Youth Employment Service, more closely linked with the schools, should be regarded as a senior *extension* of the educational service, on a tutorial basis, into the early years at work.

If vocational guidance has any *validity*, it is concerned with a changing individual in changing circumstances as a continuing process. The need is for a *stabilizing,* stimulating, encouraging relationship with a mature adult, such as should exist between teacher and student in the sixth form or at college.

1.(a) **Five words are given below. Give the meaning of each word, as used in the passage.** **[5]**

(i) disillusion

(ii) delinquent

(iii) metamorphosis

(iv) extension

(v) validity

(b) **Answer the following questions briefly, and in your own words as far as possible.** **[10]**

(i) What period in child's life is the subject of discourse?

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Approximately what is the percentage of the privileged ones? [2]

(ii) Why do young people opt out of school? [2]

(iii) What happens to these young people when out of school? [1]

(iv) What criticism is made about Youth Employment Service? [2]

(v) How can Youth Employment Service be made more useful? [3]

(c) **Explain, in not more than 80 words, the problems faced by young people who opt out of schools.** [10]

2. (a) **Rewrite the following sentences as directed without change in meaning.** [5]

(i) She is really beautiful.
[Begin : Is .....]

(ii) This proves his guilt.
[End : ..... guilty.]

(iii) He said, 'I am going to school.'
[Begin : He said that .....]

(iv) You must walk fast to catch the train.
[Use 'or']

(v) I shall execute your orders.
[Use the phrasal verb form of 'carry' instead of 'execute']

(b) **Insert correct prepositions in the blank spaces.** [5]

(i) We have full faith ____ our leaders.

(ii) He is no match ____ me.

(iii) He fell a prey ____ disease.

(iv) Are you familiar ____ him?

(v) I am anxious ____ his health.

(c) **Fill in the blank spaces with the correct word in brackets.** [5]

(i) Neither labour nor capital ____ to blame. (was, were)

(ii) Arun did his work very ____ . (bad, badly)

(iii) Can you ____ one example? (cite, site)

(iv) His marks are ____ than yours. (worse, worst)

(v) This machine does ____ work well. (its, it's)

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Suggested Answers

1. (a) (i) disillusion means waking up to unpleasant realities.

(ii) delinquent means one whose behaviour is not in accordance with accepted standards or law.

(iii) metamorphosis means a complete change from one form to another.

(iv) extension means an additional part of.

(v) validity means a strong firm basis.

(b) (i) The period is between leaving school and starting work. The percentage is about twenty.

(ii) Young people opt out of school because they do not wish to stay in school and be treated as children.

(iii) When out of school they find themselves drifting alone aimlessly in strange surroundings. This makes them feel frustrated. The end result is that they become delinquents.

(iv) The criticism is that Youth Employment Service is not helpful to school-leaving students because of internal difficulties. It deals only with volunteers. It forsakes those most in need.

(v) Youth Employment Service can be made more useful by continuing to educate young workers and helping them develop satisfactory relationships between them and the Employment Officers.

(c) *Jottings :*

Young people—age 15 to 16—become delinquents.

Reason : disillusioned, frustrated—In school—they are cared for—improved services.

Rest are drifting—aimlessly—in strange surroundings.

YES not very helpful—Why ? internal difficulties.

YES care for volunteers only—Rest forsaken.

Service should continue helping—especially young workers.

Job selection suffers—Answer : develop good relation between YEO and juveniles.

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Suggested title :

Problems of career guidance

First Draft

Young	people	between	school-leaving	and
starting	work	find	themselves	in
juvenile	dissatisfaction.	Those	still	in
school	are	cared	for	mentally
and	physically	by	improved	services.
School-leavers	however	are	left	alone
drifting	aimlessly	in	strange	surroundings.
Youth	Employment	Service	cannot	help
them	because	of	numerous	internal
difficulties.	They	deal	only	with
volunteers	and	forsake	those	most
in	need.	Ideally	the	service
should	continue	to	educate	young
workers.	Initial	good	job	selection
suffers	unless	a	satisfactory	relationship
exists	between	the	developing	juvenile
and	the	Youth	Employment	Officer.

85 Words

Final Draft

The	period	between	school-leaving	and
starting	work	results	in	juvenile
dissatisfaction.	Those	still	in	school
are	cared	for	mentally	and
physically	by	improved	services.	School-leavers,
however,	are	left	drifting	aimlessly
in	strange	surroundings.	Youth	Employment
Service	cannot	help	them	because
of	numerous	internal	problems.	It
only	deals	with	volunteers	forsaking
those	most	in	need.	Ideally,
the	service	should	continue	to
educate	young	workers	and	build
up	a	satisfactory	relationship	between
the	juveniles	and	the	Youth
Employment	Officer.			

77 Words

SUGGESTED ANSWERS

2. a. (i) Is she not really beautiful ?

(ii) This proves that he is guilty.

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(iii) He said that he was going to school.
(iv) You must walk fast or you will miss (not catch) the train.
(v) I shall carry out your orders.

b. (i) We have full faith *in* our leaders.
(ii) He is no match *for* me.
(iii) He fell a prey *to* disease.
(iv) Are you familiar *with* him?
(v) I am anxious *about* his health.

c. (i) Neither labour nor capital *was* to blame.
(ii) Arun did his work very *badly*.
(iii) Can you *cite* one example?
(iv) His marks are *worse* than yours.
(v) This machine does *its* work well.

B. Read carefully the passage given below and then answer the questions (a), (b) and (c) that follow.

Teheran is one of the least endearing capital cities in the world. An inefficient and sordid *bedlam*, I say. 'A cancerous growth', Mr. Nickpay, the mayor of Teheran, calls it. It had grown and grown for years where the thought of city planning has never entered a Minister's head. 'What does Teheran mean to you?' I asked. 'It's the seat of his Majesty the Shah', said Mr. Nickpay, and that's about all one can say. It is a city without historical, cultural or religious meaning, and with no heart, either physical or spiritual.

Teheran's population is 3.5 million—more than 10 per cent of Iran's total. The city has many problems. It has to push into the hills and there is a shortage of water. But Mr. Nickpay has a master plan to force some shape upon the city. He has a hard-working British town planning assistant. He is building by-pass highways *galore*. He claims to have averaged one park per month in the last 18 months, which has a ring of excess about it.

Teheran could certainly do with some cheap housing for urban workers. There are bad slums, and Nickpay hints at obstruction from fat *vested* interests. One can imagine that. The city owns very little of Teheran, and Nickpay's budget is

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relatively small. He would like to raise the flea-like rates of the affluent—and in Teheran affluent means affluent. 'We'll raise them. Why not ?' he smiles ruefully. 'I wouldn't be here long if I did.'

In a foothill suburb of Teheran is the Palace of Saadabad. There I was to meet the King of Iran. A *courier* drove me to my audience with the King. A 'gorilla' in civilian clothes checked my name on a scrap of paper. Then, watched by soldiers standing among the trees, I went up a green gravel drive towards a white-pillared building. Across well-kept lawns I thought I saw, half hidden by shrubs, a swimming pool or tennis court. The waiting room was unremarkable. A *flunkey* bought tea. Soon, someone said, 'This way please'.

I found his Imperial Majesty, Muhammad Reza Pahlavi, Shahanshah, heir to the peacock throne, strolling across a lighted and airy room to murmur 'Hello' ; a short smiling man with grey, wavy hair. We sat down at a low table which had a telephone with a tiny gold crown and an onyx and gold tortoise on it. Inspite of his grey hair and deep creases on each side of his mouth when he smiled (he often did), he looked younger than 52. He didn't seem grand. His suit was unpretentious grey, his tie a swirl of gold, dark brown and pink. He didn't look much like the grim, *imperious* eagle of a man in the official portraits. Complex no doubt he is, but immediately likeable.

1. (a) **Five words are given below. Give the meaning of the each word as used in the passage.** [5]

   (i) bedlam

   (ii) galore

   (iii) courier

   (iv) flunkey

   (v) imperious

   (b) **Answer the following questions briefly, and in your own words as far as possible.** [10]

   (i) The writer describes Teheran as 'A cancerous growth'. Why ? [2]

   (ii) What is the Mayor of Teheran trying to do ? [2]

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(iii) Why is the development work very slow ? [2]

(iv) How is the portrait of the king different from the real man ? [2]

(v) What made the king look younger ? [2]

(c) **What do you learn from the passage about the city of Teheran, its problems and its development ? Your answer should not exceed 70 words.** [10]

2. a. **Rewrite the following sentences as directed without change in meaning.** [5]

(i) I accept your apology
[Begin : I do not .....]

(ii) It does not matter if the field be lost.
[Begin : What ..... ?]

(iii) The scenery is very beautiful.
[Begin : How ..... !]

(iv) Has he done it ?
[Change to Passive Voice with the agent 'by']

(v) The boy studied hard to pass.
[Change into a complex sentence]

(b) **Fill in the blank spaces with correct words from brackets.** [5]

(i) The lecture was ____ boring. (rather, fairly)

(ii) The food that I dislike ____ is brinjal. (most, mostly)

(iii) The coffee smells ____ . (good, well)

(iv) He is ____ lame in the left leg. (slight, slightly)

(v) Everyone had to show ____ . (his ticket, their tickets)

(c) **Fill in the blank spaces with the correct word in brackets.** [5]

(i) The story is tediously ____ out. (spin)

(ii) He was accidentally ____ in the arm. (shoot)

(iii) Plague ____ off millions. (sweep)

(iv) His company is greatly ____ after. (seek)

(v) Her remark ____ him. (sting)

Suggested Answers

1.(a) (i) bedlam means a wild noisy place.

(ii) galore means plenty.

(iii) courier means someone who goes with and looks after tourists.

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(iv) flunkey means a male servant in ceremonial dress in a wealthy house.

(v) imperious means as if commanding.

(b) (i) Teheran is a large and unplanned city with a growing big population causing many problems. That is why the writer describes it as 'a cancerous growth'.

(ii) The Mayor is trying to give some shape to the city by improving its facilities with the help of British town planners.

(iii) The developmental work is very slow because of inadequate financial help from rich people who live there.

(iv) The king of Iran is a pleasant man and extremely affable. His dress is simple. His disposition hides the depth of his character.

(c) *Jottings :*

Teheran is large—unplanned—population.
Housing expensive—poor in slums—Taxes paid by rich not high—town council scared to raise tax—inadequate financial help—development work slow—city situated on hills—droughts—council trying to improve—by-pass roads and parks—hampered—most land is privately owned.

Suggested title :

Teheran—Problems and development.

First Draft

Teheran	is	a	large	and
unplanned	city.	Has	a	population
of	three	and	a	half
million	people.	Housing	is	expensive.
The	poor	live	in	insanitary
slums.	Taxes	paid	by	the
rich	is	not	high.	The
town	council	dare	not	raise
them.	Without	adequate	finance	improvements
are	slow.	Another	problem	is
that	it	is	situated	on
the	sides	of	hills.	Therefore
droughts	often	occur.	The	council
is	building	by-pass	roads	and
parks	to	imporve	city	planning.
But	this	is	also	hampered
by	the	fact	that	most
of	the	land	is	owned
by	private	interests.		

93 Words

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Final Draft

Teheran	is	a	large,	unplanned
city	with	3.5	million	people.
Housing	is	expensive	and	the
poor	live	in	insanitary	slums.
The	rich	pay	inadequate	taxes.
Authorities	dare	not	raise	the
rates	against	their	wishes.	Hence
developmental	work	is	slow.	The
city	pushed	on	hill	sides
lacks	water-supply.	Parks	and	by-pass
roads	are	being	built,	yet
development	is	hampered	as	most
of	the	land	is	owned
by	the	affluents.		

68 Words

2. a. (i) I do not reject your apology.
(ii) What if the field is lost ?
(iii) How beautiful is the scenery !
(iv) Has it been done by him ?
(v) The boy studied hard so that he could pass.

b. (i) The lecture was *rather* boring.
(ii) The food that I dislike *most* is brinjal.
(iii) The coffee smells *good*.
(iv) He is *slightly* lame in the left leg.
(v) Everyone had to show *his ticket*.

c. (i) The story is tediously *spun* out.
(ii) He was accidentally *shot* in the arm.
(iii) Plague *swept* off millions.
(iv) His company is greatly *sought* after.
(v) Her remark *stung* him.

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Exercise 1

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

About a year ago (which is equivalent to the good old "long long ago" in our stories), I was participating in one of the interviews for a junior management technical position. The objective was primarily to learn how "twenty-two year olds" respond in an interview situation. The candidate was to the point, clear and *crisp*.

After some time, he started coming across as impatient. When one of the panelists asked a question which was rather *long-winded*, the candidate looked at his watch and asked him, "Will you take long?" The panelist who had asked the question looked offended. For another panelist, this came as a shock.

Both of them were used to the old economy candidates, who were characteristically very humble during the interview, willing to answer any questions (including some very personal questions). The candidates, whom these panelists had interviewed in the past, were so completely *malleable,* pliable, ready to go to any extent to prove themselves to be suitable for the given "position" or "job".

Here was a candidate, who was treating the entire situation on equal footing. To him, "just as you are testing me, I am also testing you. Just as you are busy, I too have other engagements".

And this is precisely the third generation I was referring to in one of my recent columns. I mentioned about the first generation leaders managing the second generation organisations and third generation strategies. Many of you will find this third generation even at home. Typically , when I shout at my son while asking him why he has raised his voice, he is quick to point out that I too am shouting. When

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I point out to him that he is very disorganised, he is quick to show to me that I have not kept my clothes in the right place.

The third generation is not willing to take anything from someone just because that person is a father or a supervisor. There is an enormous feeling of equity and *equanimity* among them. You can only do and say things, which make sense to them. You can get involved with them, provided there is a value-add as perceived by them.

They are independent. They are rational. They are more "left brain" than "right brain". So it is unlikely that they will get emotionally blackmailed. You ought to give a reason for anything you want them to do. They are confident and are fully aware of their rights and capabilities. They are serious about what they want to do. They are willing to stretch themselves to achieve the goals they get committed to.

So, they don't like the language of joining a "family" when you welcome them in the organisation (this is something, which used to be cherished by the generation before). They want to understand what they are getting. They want to understand what is in store for them in the future. How much value is the organisation going to add to them ? Who is the supervisor they are going to work with ? What value-add is he/she going to do ? Do they respect him/her ? Is he/she fun to work with ? Nor do they like the language of systems, processes, bureaucracy, policy, controls etc. They want to set the rules themselves and follow them meticulously.

In their opinion, systems and policies become obsolete the moment they are set since the world is changing every minute. To them, controls completely stifle their creativity and hamper the pace of their work. Since this is the generation which is going to make the future of almost all organisations and nations, organisations have to seriously think through the most effective ways and means (I am avoiding the word strategy) to tap into the potential of this generation.

This generation marches to a different drum. It is up to the organisation to evolve a *holistic* approach that will lead them successfully at every stage and ensure that they stay and contribute enthusiastically.

(The Third Generation, *Times of India*, October, 2000)

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1. a. Five words or phrases are given below. Give the meaning of each word as used in the passage. [5]

(i) crisp
(ii) long-winded
(iii) malleable
(iv) equanimity
(v) holistic

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Why did the writer join the panel for interviewing ? [1]

(ii) In modern times why is only a year equivalent to the good old "long long ago in our stories" ? [2]

(iii) What did the "old economy" candidates for jobs like to prove themselves to be ? [2]

(iv) Are the present day candidates rude ? [1]

(v) "So they don't like the language of joining a 'family' when you welcome them in the organisation."—Why not ? [2]

(vi) According to the writer, how can you ensure the future organisations to run most efficiently ? [2]

c. Do you think the third generation qualities are specially applicable to the junior management level in the new economy in a country like India ? Limit your answer to 60 words. [10]

2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) Just as you are testing me, I am also testing you.
[Make two simple sentences]

(ii) It is unlikely that they will get emotionally blackmailed.
[Begin : They are .....]

(iii) In their opinion, systems and policies become obsolete the moment they are set since the world is changing every minute.
[Use 'ever-changing']

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(iv) To them, controls completely stifle their creativity and hamper the pace of their work.
[Use 'stifled' and 'hampered' in place of 'stifle' and 'hamper']

(v) You can only do and say things which make sense to them.
[Remove 'which make sense']

b. Fill in the blanks with suitable words or phrases. [5]

(i) Don't trifle ____ your time.

(ii) Blind obedience is not my ____ of tea.

(iii) It is fun to ____ with my boss.

(iv) I'll give her a ____ of my mind.

(v) No matter ____ you go, I'll chase you.

c. Complete the sentences with the correct form of the words in brackets. [5]

(i) It is my ____ opinion that you are wrong. (consideration)

(ii) My offer to buy the property met with a cold ____ . (refused)

(iii) She is still ____ for her dead husband. (grieve)

(iv) Write a ____ account of a journey to the moon. (fiction)

(v) We saw a ____ about Dhanbad coal miners. (document)

d. Give the opposite of : [5]

(i) slim

(ii) saint

(iii) noise

(iv) work

(v) multiply

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Exercise 2

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

The *Sri Suktam* in the *Rig Veda* is a hymn to Lakshmi, the goddess of wealth. She is lotus-born and lotus-dwelling. She holds lotuses in her hands. She wears lotus garlands. She is lotus-eyed. She is lotus all over.

In Greek thought the lotus suggests *indolent* happiness; In Indian philosophy the lotus stands for perfection. The lotus-holding and lotus-dwelling Lakshmi is the symbol of perfect happiness. The Sri Suktam verses praise Lakshmi as the *deva-vanita* and ask her: "Dost thou worship me? Your worship of me would get me perfect happiness—".

What, indeed, is happiness? After deep thought we find that happiness is mobility. In contrast, misery is lack of mobility. We are happy to the extent that we are mobile; we are miserable in proportion to our immobility. To get happiness, things have to go our way.

Phenomenal existence is a four-dimensional space-time-consciousness *continuum* (FDSTCC) that we call luck, lot, fate, karma, fortune, providence, destiny, grace, god and all. Whatever is there beyond our knowledge and control in space, time and consciousness, whatever we call it, it is actually the FDSTCC geometry. That is the science of God and karma.

Work and worship are the two means in man's hand to turn the FDSTCC geometry favourably inclined towards himself. Because of the infinite pulls and pressures on it from infinite quarters, the FDSTCC geometry is almost always hostile. To work out a favourable inclination we have to work and worship harder and harder.

Work is in our hand. We can work to the best of our ability. But there is no guarantee work alone would do the

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trick. Sometimes even the hardest and most sincere work bears no fruit ; sometimes even Herculean efforts go down the drain. Even after all the *slogging,* one needs the favour of Lady Luck. She is the figuration of a favourable inclination of the FDSTCC geometry. Lakshmi is the Christian name of Lady Luck.

Sanatana Dharma sets out four *purusharthas—dharma, artha, kama, moksha.* The second *artha*, is the pursuit of money. Without *artha* the other three do not move. Even moksha takes money, especially in this modern age. So money calls for worship. Rightly, Lakshmi is worshipped as the goddess of wealth. We don't worship her enough—this accounts for the so-called "Hindu rate of growth", commonly attributed to a lack of the *killer instinct.* It might be a good idea to worship our *philosophy-spewing* male-gods less and devote more attention to the Lotus Lady.

Lakshmi personifies not just money but the whole concept of prosperity and well-being. Money is just one petal of the lotus of perfect happiness. The lotus has eight petals of perfect happiness and hence we have *Ashta Lakshmi—Dhana, Dhanya, Santana, Dhairya, Vidya, Vijaya, Aishwarya* and *Vaibhava Lakshmis.* All the eight Lakshmis have to get together to make for perfect happiness. However the *'Moolah'* Lakshmi or Dhana Lakshmi is the 'first among equals' and she can make up for the other Lakshmis to a large extent.

('Lakshmi's Lotus of Perfect Happiness' *Times of India,* October, 2000)

1. a. What do the following expressions in the passage mean ? [5]

(i) indolent
(ii) continuum
(iii) slogging
(iv) killer instinct
(v) philosophy-spewing

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Happiness is mobility—how ? [2]

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(ii) What is FDSTCC geometry ? Why is it always hostile ? [2]

(iii) How to tame the hostile inclination ? [1]

(iv) Of the four *purusarthas* why is *artha* most important now a days ? [1]

(v) Why should the Hindus pay special attention to the lotus lady, more than to the male gods ? [2]

(vi) Which among the eight petals of Laksmi's lotus is the first among equals ? What does it signify ? [2]

c. In not more than 60 words show how we can be rich and happy. [10]

2. a. Make sentences with [5]

(i) touch and go
(ii) hand and foot
(iii) pros and cons
(iv) feeling blue
(v) half the battle

b. Fill in the blanks with appropriate prepositions. [5]

(i) It makes no difference ____ me.
(ii) Look me ____ when you are in town.
(iii) Noise always puts me ____ .
(iv) The fight went ____ all day.
(v) He sets ____ his son in a software business.

c. Compare and explain the difference : [5]

(i) I am *afraid*, ghosts are seen there.
I am *afraid* of ghosts that are seen there.

(ii) He is *continually* borrowing things from us.
It is raining *continuously* all day.

(iii) I shall ask Paul to *lend* me his bicycle for an hour.
May I *borrow* your bicycle for an hour, Paul.

(iv) I cannot get a driver's *license* until I am eighteen.
Mr Saha is *licensed* to sell beer and wine only.

(v) I prefer brown *bread* to white.
I prefer horses *bred* in Arabia.

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d. Correct the following sentences. [5]

(i) Seema can neither sing or dance.

(ii) This is so far as good.

(iii) We wanted Rekha to come, and she did not.

(iv) I sent him to a private school, because he might learn well.

(v) I scarcely spotted the bird than it flew away.

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Exercise 3

Read carefully the passage given below and answer the questions 1(a), (b) and (c) that follow. All answers must be based on information given in the passage.

He spent one of his winter *sojourns* in a house owned by my father, a keen student of music thrilled at the thought of the great Ustad moving in. So I *wended* my way there every afternoon after school, rucksack clung on my back, a hockey stick in hand, the game forgotten, *engrossed* in thoughts of the music to be heard. The front door was always open, and there would be Bade Ghulam with his handle-bar-moustache reclining against a big cushion to comfort his *ample* frame cradling his surmandal in his left hand as the fingers of his right hand *skimmed* ever so lightly over the strings, the notes a perfect counterpoint to an incredibly deep, yet softly caressing voice which made demands with just as much ease as it pleaded with heartbreaking pathos.

It was a marvellous household. As Bade Ghulam strummed on his instrument and hummed the intricate bars of a raga, salutations by visitors being greeted with a brief but warm gesture, his elder brother would pick up the music from the adjoining room, and his son (the now well-known Munwar Ali Khan) would follow suit from the room next to it. Literally, a moveable feast.

It was a glorious moonlit night on Bally Bridge the same winter and we were on a 'family outing' as we call it in these parts. After we had admired the river and the sky for a long time, my aunt (a former pupil of Bade Ghulam) had the bright idea of calling on the Ustad.

By the time we got to his address, it was well past midnight and the front door was not open. When the doorbell rang, the apologetic introduction and the subsequent welcome were preceded by surprise. The maestro recognised his former student and listened to her request for a song 'at such

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an unearthly hour' with indulgence. "Music, beti," remarked Bade Ghulam gently as he reached for his surmandal, "knows no unearthly hour."

After that, it was chamber music.

(*The Statesman* 14 July 1988)

1. a. Write the meanings of the following words as they are used in the passage. [5]

(i) sojourns
(ii) wended
(iii) engrossed
(iv) ample
(v) skimmed

b. Answer the following questions briefly in your own words as far as possible.

(i) 'So I wended my way there.' Why did the author do so? [1]

(ii) What does the author say about the physical features of Bade Ghulam? [2]

(iii) How did his elder brother help him? [1]

(iv) 'The front door was always open' and 'The front door was not open.' Is there any contradiction in the statements? [2]

(v) 'Music knows no unearthly hour.' Who said this? To whom? Why? [1 + 1 + 2]

c. Why was the author thrilled at the thought of a 'moveable feast' in the house owned by his father? Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Sharmila washed herself and then had breakfast.
[Begin : After .....]

(ii) If you do not do it, you will suffer.
[Use "or"]

(iii) Sharmista is sufficiently strong to walk.
[Use "strength"]

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(iv) I could not but feel sorry for Sushma.
[Replace 'but' by 'help']

(v) I shall go there if you come.
[End : ..... unless you come.]

b. Fill in the blank spaces with the correct choices taken from the brackets. [5]

(i) Our teacher walks ____ . (awkward, awkwardly)

(ii) We are ____ glad you came. (sure, surely)

(iii) Of the two dancers, I think Madhuri moves ____ . (most gracefully, more gracefully)

(iv) Kapil bowls ____ than Botham. (faster, more faster)

(v) Anuradha sings better than ____ singer I have ever heard. (any, any other)

c. Correct the following sentences if necessary. [5]

(i) He is in temper.

(ii) This is a fine poetry.

(iii) We should speak truth.

(iv) The children are inquisitive by nature.

(v) Kalidas is Shakespeare of India.

d. Fill in the blanks with appropriate pronouns. [5]

My husband and I were attending a dance at an air force base. A young service man approached ____ table and requested permission to dance with ____ . He was an accomplished dancer and manoeuvred ____ through both old and new steps. This happened several times and when the young charmer approached once more, ____ husband smiled, saying he had the next dance.

The young man turned to ____ and with a boyish grin said, "Thank you, Ma'am, for a lovely time. You look and dance just like ____ mum. ____ haven't seen ____ for two years now, so ____ have really made ____ evening special."

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Exercise 4

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

I acquired my Omega when I was in the University. It indicated date as well as time and had a *luminous* dial — extras which I realised had their usefulness, though I rarely had the need to know the time in darkness unless it was darkness at noon. However, despite its modern fixtures, it was still a watch, which had to be wound up, and that meant friendship. So close a friendship that I was *petrified* when my watch strap snapped seconds after I had got off an Indian Navy helicopter. If the strap had broken a little earlier, it would have fallen into the Bay of Bengal off Port Blair.

An Omega has popular appeal and, in due course, mine was stolen. This broke my heart for it had told me the time when a precise moment had meant a great deal.

One has to keep up with the times and soon the sign of the times was an automatic watch. I greatly missed the winding up drill every morning, but there was some consolation in the fact that, put away for a period of time, it ceased to tick. In other words, it still needed human contact to function. The friendship remained, though it underwent a *qualitative* change.

Even an automatic wrist watch can go through a bad patch. For some unknown reason, my watch stopped while I was in Washington. Putting it away carefully in my suitcase, I went into a shop and picked up my first quartz for the *princely* sum of $12. It showed the time, day, date and also boasted an alarm and a calculator. Every time I looked at it, I saw in its digital face a total stranger. It was the face of a cold machine which communicated so much, yet nothing remotely personal.

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Worst of all, it had no use whatsoever for me. It had its own life; my ownership was an accident, no more. It could *dispense* with the human touch. For me, time itself had lost its human element.

(*The Statesman* 9 October 1988)

1. a. Give the meanings of the following words as they are used in the passage. [5]

(i) luminous

(ii) petrified

(iii) qualitative

(iv) princely

(v) dispense

b. Answer the following questions briefly in your own words as far as possible.

(i) How useful was the 'luminous dial' to the author? [2]

(ii) 'I was petrified'. Why does he make this remark? [2]

(iii) Why was his heart broken when his Omega was stolen? [2]

(iv) How did he keep up with the times? [2]

(v) What 'consolation' did the author get from wearing an automatic watch? [2]

c. Taking material from the entire passage, describe the author's 'friendship' or otherwise with his watches. Your answer should not exceed 60 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Arun said, "Alas! I am ruined for life".
[Begin : Arun sorrowfully .....]

(ii) The boy read the book. He returned it to me.
[Begin : Having .....]

(iii) We educate every one free.
[Begin : We give .....]

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(iv) Hot or wet I go there.
[Use "can't"]

(v) Keep off the grass
[Begin : You .....]

b. In the blank spaces insert the correct form of the word given in brackets at the end of each sentence. [5]

(i) A ____ face is a pleasure to behold. (smile)

(ii) That must have been a ____ experience. (please)

(iii) The skill of the magician was ____ . (astonish)

(iv) We were all ____ at the news of his death. (shock)

(v) Are you ____ in painting ? (interest)

c. Fill in the blank spaces with the correct word given in the brackets. [5]

(i) The wound will take many days to ____ . (heal, heel)

(ii) I have learnt my ____ . (lesson, lessen)

(iii) He is ____ of his success. (confidant, confident)

(iv) To err is ____ . (humane, human)

(v) I followed his ____ . (counsel, council)

d. Rewrite the following passage by inserting the correct form of the verbs in brackets. [5]

Hospitalised because of a broken leg, the patient had to be (assist) each time he (want) to venture from his bed. One afternoon, (try) (reach) his wheelchair by himself, he (fall) midway. Frantic, he somehow (manage) (push) the button to the nurse's station and (yell), "Help !"

A calm voice (come) over the intercom, "(Can) you be more specific, Sir ?"

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Exercise 5

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

And what a change! Have you noticed something about wedding dinners — buffet, of course — these days? They are a strangely quiet affair. *The orderly queue* of the guests leading up to the tables where the food has been neatly laid out, the silent, efficient service by the catering staff, the murmur of "Yes, please" or "No, thank you" in the way of response, and the ever-so-soft conversation thereafter to the equally soft accompaniment of crockery coming into delicate contact with cutlery. *A clinical setting almost,* the spotless white gloves worn by the catering staff contributing there special touch. For scalpel read serving spoon.

Compare this with the *bedlam at wedding* dinner-time at an earlier point in history. The maddening, yet so delightful row that went on as one lot of diners finished eating and the next lot moved in. The full-throated cries of "Now bring the daal", "What happened to the fried brinjal?" and "Serve the mutton curry and pulao the second time around", *punctuated with the personal entreaties* by the hosts. These made a meal with a difference.

For the people who served you were not professionals *jaded and tired of routine.* Those who supervised your meal in those dear old days were almost always relatives and family friends. They knew your likes and dislikes, perhaps even a fair bit about your health problems. "OK, forget the mutton, but do have another piece of fish." You can't possibly expect the caterer's men to know that red meat does you no good.

(*The Statesman* 12 February 1989)

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1. *a.* **Explain the meanings of the following expressions as they are used in the passage.** [5]

(i) the orderly queue
(ii) clinical setting almost
(iii) the bedlam at wedding
(iv) punctuated with the personal entreaties
(v) jaded and tired of routine

b. Answer the following questions briefly in your own words as far as possible.

(i) What is the one 'change' the author notices about wedding dinners these days ? [2]

(ii) He uses several adjectives to reinforce this change. Give four adjectives that the author uses. [2]

(iii) Why does the author exhort—"for scalpel read serving spoon" ? [2]

(iv) Quote a sentence to show that the author enjoyed wedding dinners in earlier days ? [2]

(v) Mention one feature the author cites that made a meal different. [2]

c. In 50 words, state the differences between wedding dinners these days with those at an earlier point in history. [10]

2. **a. Rewrite the following sentences as directed without change in meaning.** [5]

(i) How long I shall stay is doubtful.
[Begin : The duration .....]

(ii) As the war ended, the soldiers returned.
[Begin : The war .....]

(iii) The town was once a prosperous sea-port. It is now a heap of ruins.
[Begin : This town, ...]

(iv) I must know all the facts. I cannot help you otherwise.
[Begin : Before .....]

(v) I know nothing about you.
[Begin : Do .....]

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b. Correct the following sentences. [5]

(i) I request to you kindly help me.

(ii) I went there for personally inspect it.

(iii) What is the good of me going there ?

(iv) He prevented me to smoke.

(v) She is learning swimming.

c. Explain the difference in meaning of the following sentences. [5]

(i) Has the train *come in* yet ?

(ii) When did the short skirt first *come in* ?

(iii) The Labour Party will *come in* at the next election.

(iv) I heard your plan but where do I *come in* ?

(v) This material will *come in* useful, so don't throw it away.

d. Insert articles whenever necessary and mark "X" when not. [5]

____ woman who lost her thumb in ____ accident claimed rupees one lakh as ____ damages in ____ court of ____ law.

"Seems ____ lot of money for ____ thumb, Mrs Lobo", said ____ lawyer.

"Not at all, Mr. Anand", said ____ ferocious woman, "not when you consider that it was ____ one I kept my husband under !"

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Exercise 6

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

In the distance, in the half-light under the trees, a cluster of people had gathered around someone sitting in a chair. Odd, I thought, considering the *frenetic activity* of song and dance elsewhere at the carnival.

The seated figure turned out to be that of a woman, *past her prime* maybe but stunningly beautiful still, with dark hair, long fluttering eyelashes and sparkling eyes I had seen before and remembered.

'Come September', 'Trapeze', 'Women of Rome'—she had *taken the world by storm*, her vivacious, irresistible appeal prompting her countrymen to *go into ecstasies* about their adorable *'La Lollo !'* Her eyes shone even more brightly when I recalled that all-but-forgotten pet name. For that was many years ago. And, after *basking in the limelight* of the Italian sun and the 'partly sunny' to the 'overcast sky' of other climes, she had decided to have a look at the world for a change, after that world had looked at her for so long.

She did this, still does, with a camera. Is what the world saw in her reflected in what she now sees through the lens ? I didn't get the chance to ask. She had to catch an early morning flight to Rome.

"Arrivederci, Signorina", I said, after what I thought was a grand gesture of kissing her hand. "Arrivederci Signor," said Gina Lollobrigida with a far grander flicker of her delicate arm.

(*The Statesman* 11 March 1990)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) frenetic activity

(ii) past her prime

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(iii) taken the world by storm

(iv) go into ecstasies

(v) basking in the limelight

b. Answer the following questions briefly in your own words as far as possible.

(i) What did the author see 'in the distance'? [1]

(ii) What was his reaction to what he saw ? Why ? [2]

(iii) Why was the seated figure stunningly beautiful to the author ? [2]

(iv) How has she looked upon the world ? [2]

(v) 'I didn't get the chance to ask.' What did the author want to ask ? Why wasn't it possible ? [3]

c. Describe, in 50 words, the author's feelings about Gina Lollobrigida in this encounter. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Get out, you fool.
[Begin : You .....]

(ii) All men have to submit to fate.
[Begin : No man .....]

(iii) Madhuri is the prettiest girl in the village.
[Begin : Is .....]

(iv) He seems to be tired.
[Use the Adverb form of "seem"]

(v) We cheered as soon as he came in.
[Begin : No sooner .....]

b. Fill in the blank spaces with appropriate prepositions. [5]

The night before an examination is one ____ intense suspense. In homes, restless students are busy giving finishing touches ____ their preparations. The anxious parents share the troubled mind ____ their sons. They have pinned all their hopes ____ the success ____ their wards. They have not only spent money but they have undergone daily privations ____ their sons. Success ____

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the examination would be the consummation ____ labour and money spent. The successful boy may be able to win the bread ____ the parents ____ their old age.

c. Correct the following sentences. [5]

(i) Anita said that he will be here next day.

(ii) Priya thought that they are coming tomorrow.

(iii) Amir bought the house so that he may have a home in his old age.

(iv) Pooja has finished the work last week.

(v) If Amrita cannot come, she would let you know.

d. Rewrite the piece with the correct tense of the verbs given in brackets. [5]

Since I (start) (work) again ten years ago, my husband (help) more and more with the household chores. Recently, when I (step) into our spotlessly clean kitchen, I (want) (express) my appreciation. "You're (get) better everyday", I said. "Now you've even (clean) the stove". "You're (improve) too", he replied. "Today you've (notice) it."

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Exercise 7

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

"Did I wake you up?" I could have jumped out of my pyjamas as I answered the phone in my hotel room in Moscow early one morning some years ago. My surprise wasn't because I was fast asleep, wasn't expecting a call or at least expected a code-name. What took me by surprise was that the query was made in perfect Bengali. One doesn't expect that in Hotel Minsk on Gorky Pospekt early one morning in May. Yury Frolov had taken me by surprise.

I met the young Russian in the hotel lobby, his hair slightly receding, *a sensitive face* and pale blue eyes willing to laugh if you too were so inclined. "My name is Frolov, Yury Frolov," he said, in English this time, with a warm handshake. He was with the Bengali Service of Moscow Radio and had come to fetch me for an interview I was to record that morning.

As the taxi made its way through the streets, he sat with the driver (*the done thing* in the Soviet Union), explaining to me the mystery of his near-perfect Bengali, occasionally breaking into English as if to reassure me. He asked the driver to stop for a minute, nimbly jumped out and returned a few minutes later with a bouquet in his hand. *Unfamiliar with the norms of* Russian hospitality, I was a little embarrassed at the thought of arriving at the studios of Radio Moscow with a bouquet in my hand.

It wasn't meant for me. Before introducing me to the charming woman who was to interview me, he handed her the flowers *with an elaborate gesture* straight out of *War and Peace*. She accepted the offering with just as much charm, and a smile that might have launched a thousand satellites

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into space, or perhaps nearer earth. At that moment, at least, *I was in the way.*

(*The Statesman* 19 June 1968)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) a sensitive face

(ii) the done thing

(iii) unfamiliar with the norms

(iv) with an elaborate gesture

(v) I was in the way

b. Answer the following questions briefly in your own words as far as possible.

(i) Why had Yury Frolov taken the author by surprise ? [2]

(ii) 'I met the young Russian in the hotel lobby,' Why ? [2]

(iii) What thought made the author 'a little embarrassed' ? [3]

(iv) What was the author's impression about the woman at the studios of Radio Moscow ? [3]

c. Taking material from the entire passage, give your impression about Yury Frolov. Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Why defend a false case ?
[Begin : You .....]

(ii) As soon as he left it began to rain.
[Begin : No sooner .....]

(iii) He will not obey unless he is punished.
[End : ..... punishment]

(iv) May the good lord bless you !
[Begin : I pray .....]

(v) Soldiers must be loyal to the country.
[Use "without loyalty"]

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b. Give the meaning of 'light' in each of the following sentences to show the difference. [5]

(i) I cannot view your conduct in a favourable *light*.

(ii) I always travel *light*.

(iii) These facts shed a new *light* on the matter.

(iv) Can you give me a *light*, please ?

(v) He is a *light* sleeper.

c. Fill in the blank with the correct form of the verb given in brackets after each sentence. [5]

(i) These scissors ____ sharpening. (need)

(ii) Ill news ____ fast. (travel)

(iii) All the food ____ been eaten. (have)

(iv) Good cutlery ____ expensive. (be)

(v) Here ____ the bell for the funeral. (go)

d. Insert correct pronouns and possessive pronouns in the blank spaces. [5]

My husband and I were helping ____ eight-year-old son, Dan clean ____ room when ____ found an old globe. I told ____ it had been ____ when ____ was a child but that it could no longer be used. Seeing an opportunity to challenge ____ reasoning ability, ____ asked why ____ thought it might have become outdated in the years since ____ childhood.

"Continental drift ?" was Dan's merciful reply.

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Exercise 8

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

A year ago, there was a brief announcement in the Personal Columns of *The Statesman* on the death of Siddhartha Mookherjee of 7, Old Ballygunge Road, Calcutta. The information was not entirely accurate. When Siddhartha died in May last year, his old, ancestral home had long ceased to exist. The lovely, leaking, high-ceilinged rooms boasting Ravi Varma paintings of gods and goddesses and *antique* furniture reflected in Belgian mirrors had been razed to the ground. In short, he didn't die where he was supposed to.

Was that why his death turned out to be so lonesome? Did the intending mourners throng to the wrong address and, having realised their mistake, didn't find the energy to find the right one? For surely, death—unlike life—shortlists its addresses with *heartrending* precision. But the day was *searingly* hot, and the cremation had to the conducted in a hurry. There were few people around. And hardly any friends.

This was the strangest part of it all. For whatever else Siddhartha lacked in life, he was never short of friends. The door of his none-too-large bed-cum-sitting room was forever open, whether he was at home or not, whether he was awake or asleep, whether he was in a friendly mood or a fierce one. Even the last question didn't unduly *perturb* his visitors. The *scowl* on his face, often accompanied by the query, "Who are you?"—or better still—"Why are you?", didn't really even pretend to conceal his pleasure on seeing a friend of whatever size, shape or nature.

(*The Statesman* 15 May 1988)

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1. a. Write the meaning of the following words as they are used in the passage. [5]

(i) antique
(ii) heartrending
(iii) searingly
(iv) perturb
(v) scowl

b. Answer the following questions briefly in your own words as far as possible.

(i) Why wasn't the announcement in *The Statesman* accurate? [2]

(ii) What were the special features of Siddhartha Mookherjee's ancestral home? [3]

(iii) Why were the intending mourners not present at his death? [3]

(iv) Give two reasons why only few people attended the cremation. [2]

c. Taking material from the entire passage, what is your impression about Siddhartha Mookherjee? Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) My father is too old to learn new things.
[Begin : My father is so old .....]

(ii) She was so foolish that she believed him.
[Use "rather"]

(iii) Work hard, and you will succeed.
[Begin : Unless .....]

(iv) Mumbai is the biggest city in India.
[Begin : No other city .....]

(v) As soon as we reached the station, the train left.
[Begin : We had hardly .....]

b. Fill in the blanks with appropriate prepositions. [5]

My grandmother finished her meal ____ three o'clock ____ the afternoon. After that she usually sat down ____

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the door ____ the hut, either telling us stories or watching us play. She had a high-pitched voice, but having lost many ____ her teeth was not very distinct ____ speech. That, however, was not unbecoming ____ the old lady. She had the air ____ a very experienced hen keeping an eye ____ her fluffy brood ____ spotless white saree.

c. Fill in the blank spaces with the correct tense form taken from the brackets. [5]

(i) We hoped ____ present at the wedding. (to be, to have been)

(ii) Last week I ____ two letters to my banker. (wrote, have written)

(iii) After the accident she ____ in the nursing home for a month. (was, has been)

(iv) He said that air ____ lighter than water. (was, is)

(v) ____ warned beforehand, we did not go to the meeting. (being, having been)

d. Fill in the blank spaces with suitable conjunctions. [5]

(i) He can ____ speak nor write.

(ii) He is ____ a fool or a knave.

(iii) ____ he is poor yet he is honest.

(iv) Walk carefully ____ you should be detected.

(v) He has been ill ____ he came here.

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Exercise 9

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

But Kansas City, prejudiced as I was, did seem to be lacking in beauty even in an inhuman way as the van sped on its way from the airport to the city, past *junkyards* and towards the distant skyline of towering skyscrapers.

It was a lovely day, a clear blue sky looking down on *wide avenues* in search of pedestrians, yet the very picture of soul-destroying, mind-numbing *urban prosperity*. And I desperately wanted a painkiller for a swollen ankle.

Walking about aimlessly, I looked for someone who could give me the address of a chemist. I did eventually find one, a black American taxi-driver who *took no end of trouble* to find a shop which was open. He wasn't exactly handsome. Blind in one eye, a cigarette dangling between his thick lips, he had no appeal to one's *aesthetic sensibilities*.

We chatted on the way.

"How do you like Kansas City ?"

"Not much", I said frankly.

"Oh, it has its points, though I would rather be in Frisco."

By the time we got to my hotel, we had become friends.

"Why don't you have lunch at my place ? My wife makes excellent steak."

"You're awfully kind. I'd love to, but my ankle really hurts. Please drop in for a glass of beer."

"No, thanks, Sir. They won't like that up here. Thanks all the same."

The debate I watched on television in my hotel room that evening was a lively one. But I kept thinking of my black American taxi-driver. He had made Kansas beautiful–in a human way.

(*The Statesman* 28 August 1988)

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1. a. Give the meanings of the words or expressions as they are used in the passage. [5]

(i) junkyards

(ii) wide avenues

(iii) urban prosperity

(iv) took no end of trouble

(v) aesthetic sensibilities

b. Answer the following questions briefly in your own words as far as possible.

(i) What made the author remark that Kansas City lacked in beauty? [2]

(ii) What was he looking for? Why? [1 + 2]

(iii) What does the author say about the taxi-driver's physical aspects? [3]

(iv) Which sentence in the passage suggests racial bias prevailing in Kansas City? [2]

c. Describe, in not more than 60 words, how the black American taxi-driver had made Kansas beautiful to the author. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Everyone wants to become rich and famous.
[Begin : Who .....]

(ii) Only he can go for a swim.
[Begin : None .....]

(iii) He was taught this in his boyhood.
[Change to Active Voice using "parents"]

(iv) He was so pleased that he won a prize.
[Use "at"]

(v) Keep quiet or you will be fined.
[Begin : Unless .....]

b. Complete the following sentences with the given words taken from the passage : drop, clear, address, way, open. [5]

(i) I'll be in the ____ after I get paid.

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(ii) Don't ____ me as "officer".

(iii) This book is ____ to misunderstanding.

(iv) He's had a ____ too much to drink.

(v) Her social life got in the ____ of her studies.

c. Fill in the blank spaces with the correct choice taken from the brackets. [5]

(i) He ____ be rewarded. (shall, will)

(ii) They died so that we ____ live. (may, might)

(iii) ____ I have that dictionary, please ? (can, could)

(iv) ____ you mind if I shut the window ? (will, would)

(v) You ____ control your temper. (shall, should)

d. Insert the correct tense of the verbs in brackets. [5]

A quiet man, my husband (endure) my chatter with good humour. Recently, I became (acquaint) with a distant cousin who (be) as talkative as I (be). He (invite) us to dinner, and we (enjoy) an evening of pleasant conversation. On the way home, I (say) to my husband, "I (wonder) just how I'm (relate) to Michael ?"

"Obviously", he (reply) with a smile, "by a common tongue".

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Exercise 10

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

We are about to witness *remarkable feats* that *physical agility,* strength and endurance are capable of achieving. There will be stirring sights of barriers being lowered — not only among people who come together from the far corners of the earth, inspired by the Olympic spirit but also breaking barriers of time in various events.

For what can be more *exhilarating* than seeing men and women stretching their physical and mental stamina to the very limit and beyond ? When they take their places on the victory stand and lower their heads briefly to receive their *hard-won laurels,* we will share their moment of glory. It might be our moment of glory.

We are all too aware of our physical limitations, and not only those *imposed by infirmity* or advancing age. Whether one is a weakling from birth or merely old and frail, the sight of an athlete skimming across hurdles, a woman gymnast matching the grace of her flowing movements with the charm of the background music, a swimmer doing the butterfly with the kind of energy that a chrysalis has never known — it's all an experience to be cherished throughout life.

The best part of it is, of course, that one revels in the human achievement. Millions in this country would be delighted if the Indian hockey team once again reached out for the gold, if P.T. Usha pulled off a miracle. But even if they don't, the thrill would not be all lost. The ancient Greeks didn't unite the world, but they must have had a pretty shrewd idea of what would make the world a decent place to live in.

(*The Statesman* 18 September 1991)

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1. a. Give the meanings of the words or expressions as used in the passage. [5]

(i) remarkable feats

(ii) physical agility

(iii) exhilarating

(iv) hard-won laurels

(v) imposed by infirmity

b. Answer the following questions briefly in your own words as far as possible.

(i) What, according to the author, are we about to witness? [2]

(ii) What two 'barriers' is the author referring to that will be stirring sights, indeed? [2]

(iii) What is most exhilarating to the author at the Olympics? [2]

(iv) 'We are all too aware of our physical limitations.' What are they? [2]

(v) 'But even if they don't.....' Explain what the author means with reference to the context. [2]

c. What, according to the author, should the Olympics achieve? Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) He said to us, "Are you going away today?"
[Begin : He inquired .....]

(ii) She ran away so that she might not be seen.
[Use 'lest']

(iii) Each city is as polluted as the other.
[Begin : No .....]

(iv) No one knows when he died.
[End : ..... death]

(v) He is so tall that he can touch the ceiling.
[Use 'enough']

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b. Fill in the blank spaces with suitable conjunctions. [5]

(i) Man proposes ____ God disposes.

(ii) She must weep ____ she will die.

(iii) Walk quickly, ____ you will not overtake him.

(iv) She was all right; ____ she was a bit tired.

(v) Blessed are the merciful, ____ they shall obtain mercy.

c. In the blank spaces insert the correct word given in brackets. [5]

(i) The negroes have grisly ____ . (hair, hairs)

(ii) That house is built of ____ . (stone, stones)

(iii) Do you like Shukanto's ____ ? (poetry, poetries)

(iv) He was fond of bad ____ . (company, companies)

(v) ____ is not a serious disease. (measle, measles)

d. Fill in the blank spaces with appropriate words. [5]

The bank I work ____ was planning ____ install bulletproof teller windows, and ____ co-workers and I were having a discussion ____ it. A customer, overhearing our conversation, asked why ____ glass was necessary. When I told her ____ our branch had been robbed twice ____ the past week, ____ customer looked shocked, but then sighed ____ relief. "Oh!" she remarked. "Perhaps that explains ____ my account balance is so low!"

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Exercise 11

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

It was different in Halle Neustadt, an industrial township not far from the old city of Halle. It was impressive. Large blocks of apartments for the workers, each block with all *amenities* of life within easy reach. There was a hint of boredom on the faces of the people on the streets — but I saw no frustration, let alone desperation.

It was a nightmare all the same. The apparent sense of contentment when there was nothing really to feel content about except the security of basic human needs provided by the system. And that was unnecessary. In a *regimented* society you have merely to march in step. As they did in Halle Neustadt.

I was right but, as I said, only partly. Judging by the recent *exodus* of East Germans to the West, 'the classic refugee' who wants to flee Communism may have become rarer, but something must have prompted thousands of East Germans to leave their country (it must be their country when the youngest refugees must be in their mid-forties).

So there is ample scope for *speculation*. Is it a larger flat, a yacht, or a holiday in Spain? But at least some East Germans own yachts, even if sailing the Adriatic or Baltic may have more ready official approval than undertaking a voyage on the Mediterranean. The West German who is without a job because he doesn't want to move to a different city doesn't begin to understand the East German, with a job, who moves to another country.

Even the East German refugee doesn't seem to have a clear and convincing explanation. His is not an *articulated* protest against an ideology. If it is a protest against the

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regimentation of society, it was, or has become, a subconscious feeling.

Perhaps it is the intense human urge to be allowed to live one's own life, to discover themselves, to test their own strengths, to be responsible for themselves and to feel responsible—even for failure, as the report in *The Times*, London, said.

(*The Statesman* 1 October 1989)

1. a. Give the meanings of the following words as they are used in the passage. [5]

(i) amenities

(ii) regimented

(iii) exodus

(iv) speculation

(v) articulated

b. Answer the following questions briefly in your own words as far as possible.

(i) What, according to the author, made Halle Neustadt 'impressive'? [2]

(ii) Why was it a 'nightmare all the same'? [2]

(iii) 'I was right but ..... only partly'. Why does the author say that he was partly right? [3]

(iv) Give an example to show that there was restriction on freedom in East Germany. [3]

c. What reasons does the author try to give for the exodus of East Germans to the West? Answer in not more than 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) All good thoughts come from good hearts.
[Begin : Good hearts .....]

(ii) I said, "You shouldn't play with fire".
[Use 'not to']

(iii) He rejected all our proposals.
[Replace 'proposals' with the verb form]

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(iv) I like skiing better than skating.
[Begin : I prefer .....]

(v) This secret report should interest you considerably.
[Use 'should be']

b. Fill in the blank spaces with the given words. One word is extra. (test, move, failure, approve, leave, content) [5]

(i) He has a memory ____ .

(ii) Water melons have a high water ____ .

(iii) Have you been given ____ to swim here ?

(iv) The new ____ to settle the dispute has ended in a failure.

(v) Before buying the car I went for a ____ drive.

c. Fill in the blank spaces with correct prepositions. [5]

A pitiful-looking man, in dirty, torn clothing, unshaven, shoes full of holes, hair unkempt, walks ____ a barber shop.

The employees attend ____ him more out ____ duty than willingness. When he leaves, the man tips them handsomely.

Some time later, the man returns and everyone goes out ____ his way to serve him. After all this splendid service, the man leaves only a penny ____ all ____ them.

"Excuse me, Sir", says one ____ the employees, "could you have made a mistake ?"

"Not ____ all. Today's tip is ____ last time's service, and last time's tip is ____ today's."

d. Rewrite the following piece with correct tense of the verbs in brackets. [5]

One day two cats (be) (sit) by a tennis court, (watch) the ball bounce back and forth over the net.

"Hey", (exclaim) the first cat, "I (not know) that you (like) (watch) tennis".

"Actually, I don't", (respond) the other cat. "The only reason I'm remotely (interest) (be) because my father's in the racket they are playing with."

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Exercise 12

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

I made inquiries at the various islands we visited. The islanders were most helpful. I was shown numerous specimens of all shapes and sizes. But none quite *made the grade*. If they were lovely, they weren't big; if they were big, they weren't all that lovely. I was about to give up in despair when I chanced upon just the right thing. A beauty of a coral which would have impressed the most *fastidious aesthete*.

And with that began my trial. As brittle as it was beautiful, it had to be carried like a new-born baby. I had my first taste of the hard times ahead when I was about to step off the motor boat. A small bit of the coral snapped as it came into contact with a thick rope. I cradled it in my arms as I *climbed precariously* up the steps of the rope ladder to board the vessel and heaved a sigh of relief when I was finally on board. I began to *relish the envious looks* from my companions as I placed the coral carefully on the passage outside my cabin.

I was just about to take my first sip of beer in the bar when the frigate's public address system *sprang to life*. "Will the gentleman of the Press who has brought a coral kindly remove it from the passage ? It's stinking to high heaven !" "It would have to be placed on the upper deck," said an officer courteously. And stink, literally, to high heaven, I thought gloomily. Another bit broke as I negotiated the incredibly steep flights of steps leading up to the deck. Against the backdrop of the night sky, the coral acquired a translucent quality. No, it was still beautiful.

It took pride of place in my friend's drawing room. But, as I said, a coral is brittle. Eventually, she had to throw it away–

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with regret. It would have been nicer if it had gone back to the sea. That's where it came from. But a ceremonial burial in the sea was hardly practicable.

(*The Statesman* 5 March 1989)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) made the grade

(ii) fastidious aesthete

(iii) climbed precariously

(iv) relish the envious looks

(v) sprang to life

b. Answer the following questions briefly in your own words as far as possible.

(i) How were the islanders 'most helpful' to the author? [1]

(ii) What was the author's reaction after finding the right thing? [2]

(iii) The author 'heaved a sigh of relief'. Why? [2]

(iv) 'I began to relish the envious looks from my companions'. What does this sentence tell you about the author? [2]

(v) What happened to the coral in the end? Why? [3]

c. In not more than 50 words, describe the author's trial with the coral. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) They are carrying him to the victory stand.
[Begin : He .....]

(ii) My maid is poor. My maid is honest.
[Begin : Inspite .....]

(iii) Send for the doctor.
[Begin : Let .....]

(iv) He is as brave as his friend.
[Begin : His friend is not .....]

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(v) He says, "Wait till I come".
[Begin : He says that .....]

b. Complete the following sentences with the given words taken from the passage itself: broke, high, passage, sea, room. [5]

(i) He worked his ____ by doing jobs on the ship.

(ii) He took all the money and left me ____ and dry.

(iii) He felt completely at ____ in his new school.

(iv) His firm has gone ____ .

(v) He needs ____ to develop his skill as a painter.

c. Put the verbs in brackets into the simple past or past continuous tense. [5]

I (walk) along Chowringhee when I (realise) that a man, whom I had seen three times already that day, (follow) me. To make sure, I (walk) on quickly, (turn) right, then left and (stop) suddenly at the bus stop. In a few minutes the man (appear) and (stop) at a road-side book stall. I (wonder) if he was a policeman or a private detective. I (decide) to try and shake him off.

d. Fill in the blank spaces with the correct articles. [5]

There weren't many passengers on ____ flight. Before we taxied to ____ runway, ____ pilot's voice came over ____ public address system : "Since we're not crowded today, you are welcome to sit anywhere. However, we'd like you to sit by ____ windows during take off so that when we pass ____ competition, they'll think we have ____ full flight." He then thanked ____ passengers. In ____ short time we were flying. I uttered ____ prayer for our safe journey.

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Exercise 13

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

It continued to rain in Bombay ten years ago, not the heaviest downpour in 100 years maybe, but heavy nonetheless, the waves more ambitious by the minute to assert territorial rights, however *tenuous.*

It was chemotherapy after that, injections which hurt, not the needle but all that was inside the syringe. No wonder. The medicine that goes in destroys the bad tissues as well as the good. The good hurts more when it dies. God knows why, or ought to.

Let alone any audible expression of suffering *excruciating* pain, the still expressive eyes *spurned* even a hint of search for sympathy or *commiseration.* A man who had always delighted in the good things of life with childlike abandon, whatever harmless pleasure life had to offer without offending others. The pain must have been unbearable, but with a spirit that rose to majestic heights, he looked misery squarely in the face and seemed casually to remark, "I don't think we have been introduced".

It continued to rain and, as the Arab sheikhs swept out of the hotel entrance with their families and *entourage,* he sat in his room looking out of the window in his newly discovered world of silence. That no one knew what his thoughts were had little to do with his infirmity. The thoughts must have hurt as much as the pain, if not more. So the thoughts too remained his own, fiercely his own.

When the end came early in the morning there was a let-up in the rain as though the monsoon clouds over the Arabian Sea sought a respite from a simulated tragedy.

It was crowded enough at the crematorium. Few people in

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Bombay knew him personally. But the local office staff, and the friends and acquaintances gathered together by his sister-in-law at short notice, looked solemn. Perhaps we all do when faced with the dead, even the unknown dead.

(*The Statesman* 24 June 1990)

1. a. Give the meanings of the following words as they are used in the passage. [5]

(i) tenuous
(ii) excruciating
(iii) spurned
(iv) commiseration
(v) entourage

b. Answer the following questions briefly in your own words as far as possible.

(i) How does chemotherapy hurt? [2]

(ii) What observation does the author make about 'the good'? [2]

(iii) What two things happened 'in the morning'? [2]

(iv) Describe the scene at the crematorium. [2]

(v) 'Perhaps we all do when faced with the dead, even the unknown dead'. What does this tell you about mankind in general? [2]

c. In 50 words, write what strikes you most about the man in the passage. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) They say that he was a spy.
[Begin : He is .....]

(ii) Think before you leap.
[Begin : You should leap .....]

(iii) Only graduates need apply for the post.
[Begin : None .....]

(iv) Industrious boys are always successful.
[Use 'who']

(v) It was too crowded at the crematorium.
[Use 'rather']

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b. Complete the sentences with the most appropriate form of the verbs in brackets. [5]

(i) I (hear) someone (sing) in the next room.

(ii) If I were in school now, I'd (sit) down (do) something.

(iii) He (say) he (know) someone who'll do the job.

(iv) His appearance (seem) to (improve) now that he has a steady job.

(v) You'll (recognise) her very easily. She'll (wear) a blue dress.

c. Correct the following sentences. [5]

(i) She acted like she was ill.

(ii) So far I know, she is absolutely unreliable.

(iii) The party was given for you and I.

(iv) He spoke in favour for me.

(v) What can you do in case if you fail ?

d. Insert pronouns and possessive pronouns in the blank spaces. [5]

When I first dated ____ husband-to-be, ____ had just adopted a puppy. Affectionate though the dog was, Frank didn't know how to respond to ____ . I waited impatiently for ____ furry friend to win ____ over. That day finally came on ____ wedding trip when ____ overheard ____ husband muse to a fellow honey-mooner, "I never thought ____ could love a dog until I met ____ wife."

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Exercise 14

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

On Tuesday afternoon, I found myself sitting alone at a table near the window overlooking the busy street. The window was open and the thick *ornate* curtains drawn to let in whatever little breeze there was outside. There had been what is known as "load shedding" in this part of the country.

There wasn't a soul in sight in the restaurant — stewards, waiters, the cashier and the manager having decided to call it a day, with no regret. Before they left they had, in all fairness to them, suggested that I did too. There was no electricity in my office either. So they had left me alone in a very literal sense of the term.

It took me sometime to think of an apt description of the situation in which I found myself. Remember that haunting sequence in Ingmar Bergman's *Wild Strawberries* ? An elderly man standing in an utterly deserted street, gazing at a roadside clock with the minute and hour hands missing. At first I thought the sense of *eerie* loneliness in the restaurant was because of the missing clientele but I wasn't so sure. Like Bergman's clock, the place had also stopped ticking.

Or had it ? No sooner had I attuned myself to the silence than the *myriad* sounds of the world outside, the countless disjointed visions so carefully sealed from hearing and sight burst upon me with deafening clarity. Loud, *raucous*, softened by a gentle whisper of a breeze which blew in through the open window with the apologetic air of intruding into forbidden territory.

A portly man stood on the second floor balcony of his flat, a woman was hanging out the washing on a string hung across her window, an old man sat on the steps of his shop

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fanning himself with vigour, a 'thelawallah' slept *blissfully* on his handcart, small groups of children played on the street amid the loud honking of cars, crows cawed loudly. Electricity or no, life went on in the dingy, congested street.

(*The Statesman* 1 July 1990)

1. a. Give the meanings of the following words as they are used in the passage. [5]

(i) ornate
(ii) eerie
(iii) myriad
(iv) raucous
(v) blissfully

b. Answer the following questions briefly in your own words as far as possible.

(i) Why does the author sit alone in the restaurant ? [2]

(ii) Why does the author say 'in all fairness to them' ? [2]

(iii) What comparison does the author make with the situation he found himself in ? Explain. [3]

(iv) Was the author successful in attuning himself to the silence ? Give reasons for your answer. [3]

c. In 50 words, explain the contrasting atmosphere that the author found himself in on that Tuesday afternoon. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Some animals died because they were neglected.
[Use 'through']

(ii) The teacher will pardon him, provided he confesses.
[Use 'confession']

(iii) We carried on although it was very warm.
[Begin : In spite .....]

(iv) He always repays whatever he borrows.
[Begin : He never .....]

(v) I knew what he thought about the matter.
[Begin : His thoughts .....]

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b. Choose the clause which correctly completes the following sentences. [5]

(i) I shall play after

(A) I will finish my work. (B) I have finished my work.

(C) I was finishing my work.

(ii) I shall see her before

(A) the week will end. (B) the week ends.

(C) the week had ended.

(iii) Two weeks have passed since

(A) her mother has died. (B) her mother had died.

(C) her mother died.

(iv) The rain had stopped when

(A) we came out. (B) we had come out.

(C) we would come out.

(v) We'll stop here till

(A) it stopped raining. (B) it will stop raining.

(C) it stops raining.

c. Complete the following sentences with the appropriate words given in brackets. [5]

(i) Do not (lose, loose) your temper in any circumstances.

(ii) He put her (metal, mettle) to the test during the exercise.

(iii) She leads a (quiet, quite) life in the hills.

(iv) Prices will (soar, sore) higher after the elections.

(v) She took (refuse, refuge) in the police station.

d. Insert the correct tense of the verbs in brackets. [5]

The plane was only half-full. When an attractive young woman (ask) if the seat next to mine (be) free, my male ego (soar). Soon we (chat) pleasantly, and she (tell) me it was her first flight. "Mum (say) to sit next to someone I (think) I (can) trust," she (confess) nervously. "And you (look) just like my dad."

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Exercise 15

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

In the course of a single Sunday afternoon at London's Hyde Park Corner, I heard half a dozen speakers addressing audiences ranging from a few *bemused people* listening just for fun, to a sizeable crowd who appeared at least vaguely symapathetic towards the speaker's point of view. The Hyde Park Corner orators are almost as much a part of British life as the speaker in the House of Commons. With the difference that the ruling of the Hyde Park afternoon speaker has never been taken all that seriously, their causes *dying a normal death* with the sunset.

It is possible, just possible, that denied the opportunity to *give vent to* their strong, even *eccentric feelings,* some of the Hyde Park protesters and preachers might have eventually posed a minor law-and-order problem, even if they didn't actually threaten the continuation of royalty or the British parliamentary system. That they never did.

The moral is simple. The greater the *use of the vocal chords,* the less likely the use of the other human faculties. It is said that when a senior British Officer was sent a petition by imprisoned freedom-fighters in Port Blair asking for reading material, he promptly arranged to send them substantial quantities of Communist literature on the sound assumption that "they will spend the rest of their lives arguing about it". Castrated, rendered harmless, in other words.

(*The Statesman* 27 August 1989)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) bemused people

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(ii) dying a normal death

(iii) give vent to

(iv) eccentric feelings

(v) use of the vocal chords

b. Answer the following questions briefly in your own words as far as possible.

(i) Describe the two types of audiences at the London Hyde Park Corner. [2]

(ii) What is the difference between a speaker at Hyde Park and that in the House of Commons ? [2]

(iii) 'It is possible, just possible.' What does this refer to ? [2]

(iv) 'The moral is simple.' What is the moral that the author wishes to convey ? [2]

(v) How were the imprisoned freedom-fighters in Port Blair 'rendered harmless' ? [2]

c. Under the title 'Hyde Park Corner' state the author's attitude towards the use of the vocal chords. Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) A new house is beyond my means at present.
[Use "afford"]

(ii) I wish I had known what was going to happen.
[Begin : I ought .....]

(iii) I think you should come back tomorrow.
[Begin : You had .....]

(iv) You didn't stop at the traffic lights.
[Begin : Shouldn't .....?]

(v) I have reserved your friends a table.
[End : ..... your friends]

b. Fill in the blank spaces with appropriate words given in brackets. [5]

(i) ____ shall I say is calling ? (who, whom)

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(ii) Our canary sings ____ . (sweet, sweetly)

(iii) He ____ a British accent. (affects, effects)

(iv) They are as old as ____ . (we, us)

(v) His marks are ____ than yours. (worse, worst)

c. Fill in the blank spaces with suitable verbs. [5]

(i) Each of the almirahs ____ its own key.

(ii) Neither fruits nor flowers ____ touched by the boys.

(iii) A thousand rupees worth of potatoes ____ lying in the storage.

(iv) Five days ____ a long time to go without food.

(v) The horse and carriage ____ kept ready for our use.

d. Insert suitable prepositions in the blank spaces. [5]

At work we often leave notes ____ colleagues next ____ the time-card clock. Signing ____ one day, I saw a bowl ____ this message inside : "Please put your soft drink caps here. My daughter's class is collecting them ____ see what a million ____ something look like".

A few days later another bowl ____ a note appeared next ____ the first. The message was : "Please put any dollar notes you can spare here. I am collecting them ____ see what a million ____ something look like".

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Exercise 16

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Phulbani, I was told by the District Forest Officer that evening in the welcome shelter of a dak-bungalow, had the distinction of being the only part of the country *unsullied by a railway line.* Railways or no, it had its charms. An undulating landscape *dotted with hills*, mostly small but a few formidable with *hairpin bends,* tribal villages with ancient lifestyles trying desperately hard to catch up with modern political practices and, presiding over this painful transition, the spires of tiny churches, offering salvation to the faithful.

On my way back, it was the vengeful heat again on the road, the innumerable trips to fetch water from the nearest village. A scorched, grey earth which had forgotten the rains last time. I longed to see an expanse of water, a tank, pond, lake, lagoon, anything so long as it offered relief from the earth cracking up under the onslaught of the sun.

The Chilka lakes were the answer to my prayers and it was there that I made my way. I had reserved a room at the guest house overlooking the lakes and expected a friendly welcome, but not quite the royal reception that awaited me. For there stood officers of the Indian Navy waiting for me on the driveway, opening the car door, escorting me to the lounge. I was still *toying with* the theory of mistaken identity when they *enlightened me.* The State Governor, they said, had decided to pay a visit to Chilka with his family but, on being informed that accommodation at the guest house had already been reserved for poor me, had insisted that he would come only on condition that I agreed to some other arrangement. The Commander of the Indian Naval establishment extended his hospitality and, of course, I was delighted to accept his invitation.

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1. a. Explain the meanings of the following expressions, as they are used in the passage. [5]

(i) unsullied by a railway line
(ii) dotted with hills
(iii) hairpin bends
(iv) toying with
(v) enlightened me

b. Answer the following questions briefly in your own words as far as possible.

(i) What information was the author given about Phulbani ? [2]

(ii) 'Railways or no, it had its charms'. Describe the 'charms' referred to by the author. [4]

(iii) The author's return journey was not at all comfortable. Account for the cause of his discomfiture. [4]

c. In not more than 50 words, state what happened to the author when he arrived at the Chilka lakes. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Why did she leave so early ?
[Begin : She ought .....]

(ii) As soon as we arrived we had a hearty breakfast.
[Begin : Upon .....]

(iii) It would help if you could give me a few examples.
[Begin : Could you .....?]

(iv) There's no point in taking your car if you can't park.
[Begin : What's .....?]

(v) I do all the cooking and also I help father.
[Begin : Besides .....]

b. Complete the following sentences with the correct phrasal verbs given below. Two are extra. (look at, look up, look on, look into, look out, look after, look back). [5]

(i) Please ____ the word in the dictionary.

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(ii) I ____ him as a friend.

(iii) You must ____ the problem very carefully.

(iv) There is a fault in the machine, so ____ it.

(v) I can ____ myself.

c. Rewrite the following story with the correct tense of the verbs given in brackets. [5]

A famous mason and his son (specialise) in (build) castle walls. One day they found there was no mortar left for (place) the foundation's last stone. The mason asked his son (prepare) a suitable amount. "Father", said the boy, "there is enough mortar left over from the walls. We could use it instead".

The old man (explain) that that mortar was not as strong as the mortar (require) for the foundation. "But father", pleaded the son, "who (know) in a thousand years that you (lay) a single brick at that depth with a weaker mortar ?"

Replied the father, "Two people (know), and they (die) of shame".

"Who ?" asked the boy.

"You and me".

d. Fill in the blank spaces with appropriate prepositions. [5]

A tale from the *Bhagawat Purana* :

A crow once flew ____ the sky ____ a piece of meat ____ its beak. Twenty other crows set out ____ hot pursuit and began ____ attack it viciously.

When the crow finally dropped the meat, its pursuers left it alone and flew ____ shrieking ____ the morsel.

Said the crow : "I've lost the meat and gained this peaceful sky all ____ myself".

A Zen monk remarked, "When my house burnt down I got an unobstructed view ____ the moon ____ night !"

(The Song of the Bird)

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Exercise 17

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Yes, I have been sheltered from the pouring rain and the scorching sun ever since they placed me on this pedestal. But it's tiring, you know, standing *inert* like this for days on end, covered with a polythene sheet. Whether your hand is raised pointing to east or west, north or south, whether your chin is poised in defiance or sunken in deep thought, it's tiresome all the same, having to strike a permanent posture, or is pose more respectable these days?

Being of the equestrian variety does help up to a point. You're spared that *ordeal* of eternal standing and staring, the saddle is a great comfort. To say nothing of the sense of mobility when in fact, like your mount, you are immobile. The equestrian statues of the Raj pulled it off rather well. The ones since Independence didn't quite manage the sure touch. Perhaps because the horses weren't thoroughbreds.

So maybe we're better of standing still. Like *errant* school children being punished for their mischief, being made to stand in one corner of the classroom — not on one foot maybe, not holding our ears maybe, and only on occasion being forced to wear a dunce cap. The last, thank God, is not associated with stupidity of another kind.

History is all about change, says one school of historians. Rubbish, says another school, it's all about continuity. Whichever interpretation is right, or wrong, please don't freeze us in an eternal commitment to stance and expression.

Why not try plasticine the next time around? A *grimace* transformed at short notice into a grin, a grin transformed at even shorter notice into an indulgent smile? We statues could then keep up with history, whether or not the subject is concerned with continuity or

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change. Not to confirm our *petrified* convictions, only to suit your convenience.

(*The Statesman* 17 September 1989)

1. a. Give the meanings of the following words as they are used in the passage [5]

(i) inert

(ii) ordeal

(iii) errant

(iv) grimace

(v) petrified

b. Answer the following questions briefly in your own words as far as possible.

(i) 'Yes, I have been sheltered.....' How has it been sheltered ? [2]

(ii) Give one reason for the statue being tired of standing on a pedestal. [2]

(iii) 'Being of the equestrian variety does help up to a point.' How does it help ? [2]

(iv) Explain the meaning of the sentence : 'The ones since Independence didn't quite manage the sure touch.' [2]

(v) This statue seems to be happy about one thing. What is it ? [2]

c. In 50 words only, explain why the statue would like to be made of plasticine. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) He will give me a gold chain.
[Begin : I shall .....]

(ii) She was the greatest Prime Minister of India
[Begin : No other .....]

(iii) This pitch was too uneven to play.
[Remove "too"]

(iv) It is extremely sad that he died so young.
[Change into an Exclamatory sentence]

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(v) Man's evil lives after his death.
[Begin : The evil .....]

b. Choose the correct word from the brackets. [5]

(i) Ratan had (formally, formerly) been a teacher.

(ii) The thief was condemned to be (hanged, hung).

(iii) The telephone rang (continually, continuously) for two minutes.

(iv) The flowers were (lying, laying) all over the place.

(v) How do the elections (affect, effect) you ?

c. Rewrite the following piece with correct tense of the verbs in brackets. [5]

As the storm (rage) the Captain (realise) his ship (sink) fast. He (call) out, "Anyone here who (know) how to pray ?"

One man (step) forward, "Aye Captain ! I know how to pray".

"Good", (say) the Captain, "You (pray) while the rest of us (put) on our life jacket — we (be) one short."

d. Fill in the blank spaces with suitable words. [5]

When I was ____ high school, a boy invited ____ to ____ movies. I borrowed ____ sister's best dress ____ made myself up. He gave me ____ funny look ____ we met, then said, "Why didn't ____ come in your school uniform ? We'd have got in ____ half ____ price".

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Exercise 18

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

To my right is a small nursery school amid a suitable setting of trees and flowering plants. It's around the beginning of the year that the school is at its liveliest — though not in the least in a joyful way. If worldly anxiety is writ large on the faces of the parents and guardians *desperate* to ensure the children's admission, it is the fear of stepping into the unknown world far removed from home that prompts the children to tug at the arms of their guardians in a mute, often tearful, appeal to take them home. The tears ignored, gentle *cajoling* gives way to firmness. The child makes its debut in the real world, under *duress*.

Next to this kindergarten is the towering, *sprawling* complex of a high school. Towards the end of the year, its front gates are just as crowded as the smaller gate of its junior neighbour. No, sorry, it's far more crowded. Is it because it's no longer only the faces of the accompanying adults that are *furrowed* by the lines of even deeper anxiety than those outside the nursery? By now, even the child who went to the school next door has been infected by the adult. The pupils attending the high school, even if small, no longer wail to be taken back home, the impatient drivers of their cars don't have to drag them through the collapsible gates of the high school. If anything, the young boys may opt to stay on in school, catching up on their homework till late in the evening. Football, cricket, table tennis ...? No way. The battle of the modern world could never be won on the playing fields of Eton, or anywhere else.

(*The Statesman* 8 January 1989)

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1. a. Give the meanings of the following words, as they are used in the passage. [5]

(i) desperate

(ii) cajoling

(iii) duress

(iv) sprawling

(v) furrowed

b. Answer the following questions briefly in your own words as far as possible.

(i) 'To my right is a small nursery school...' What happens here at the beginning of the year? [2]

(ii) Anxiety and fear seem to be writ large on the faces of parents and children. Account for these two feelings. [3]

(iii) 'The child makes its debut in the real world, under duress'. Explain this statement. [2]

(iv) 'The battle of the modern world could never be won on the playing fields of Eton, or anywhere else.' Explain why the author makes this remark. [3]

c. Explain, in not more than 50 words, the tragedy in the children's life in the two schools. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) He pressed for payment.
[Use 'insist']

(ii) He is accustomed to bed tea every morning.
[Use 'habit']

(iii) It costs Rs. 10,000 annually to maintain this car.
[Use 'upkeep']

(iv) Do you mean to marry this girl?
[Use 'intention']

(v) The students have to study a third language upto class VIII.
[Use 'compulsory']

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b. Complete the sentences with the given words. One word is extra. (bring, home, front, right, high, school) [5]

(i) Their holiday is the ____ spot of the year.

(ii) He is the ____ man for a criminal gang.

(iii) He struck the nail ____ .

(iv) ____ your temper, please !

(v) The Normans ruled England by ____ of conquest.

c. Fill in the blank spaces with *a*, *an*, *the* and (*X*) when not required. [5]

As I arrived at ____ hospital to give birth to my son, ____ place was ____ flurry of activity. I was wheeled from test to test and ____ room to ____ room, and at ____ times had to wait in ____ corridor. Sensing my agitation, ____ nurse tried to reassure me. "Don't worry", she said. "We'll find ____ final resting place for you in ____ moment".

d. Insert correct pronouns in the blank spaces. [5]

____ grew up in a non-musical family. Only one of ____ five siblings can even carry a tune. So ____ have restricted ____ singing to private places like the bathtub or the car. But one night, ____ softly sang a lullaby to ____ nine-month-old baby. After the first verse, ____ sweetly looked into ____ eyes, removed the pacifier from ____ mouth and placed ____ in mine.

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Exercise 19

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Violence is only part of the fascination that Hindi films have for me. At this very moment, you are, no doubt, being *regaled with loudspeakers* blaring song-and-dance sequences from Hindi films where the hero is in hot pursuit of his girlfriend in search of confession or confirmation of love. You can't really blame them when it is al fresco romance.

That is what I call the flat race which does not involve jumping over fences. The second variety is what I have christened the steeplechase where the couple who are, or about to be, in love have to jump over different obstacles, such as hedges and water jumps to establish shared sentiments. The third is the dressage, when the two have to make carefully controlled movements, change directions just to be difficult, slow down to be accommodating, speed up for no reason at all unless it is courtesy the *crescendo of the music.*

There are *subtle variations,* of course. The hero reaches out for the 'palloo' of the heroine and, in a moment of agonising indecision, ever so lightly, she touches her chin with her fingertips — before running again.

But ultimately 'The End' is always 'well'. The prostrate villain stands up, dusts his clothes or has a change of heart, whichever is earlier, and *saunters away*. The heroine finally (after approximately four and a half hours excluding commercials) overcomes her agonising indecision.

And now for the 'barat'! What's the betting that the 'villain' would be a member of the bridegroom's entourage? He was the guest artiste after all, and had to be invited to the wedding reception. Anything else would be *bad form.*

(*The Statesman* 8 October 1989)

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1. a. Give the meanings of the following expressions as they are used in the passage. [5]

(i) regaled with loudspeakers
(ii) crescendo of the music
(iii) subtle variations
(iv) saunters away
(v) bad form

b. Answer the following questions briefly in your own words as far as possible.

(i) In Hindi films, why is the hero in 'hot pursuit'? [1]
(ii) '.....I have christened the steeplechase.....' What is the 'steeplechase' referred to in the passage? [1]
(iii) 'The third is the dressage.....' Explain what happens in a 'dressage'? [2]
(iv) What 'subtle variations' does the author refer to? [2]
(v) Why is 'The End' always 'well'? [2]
(vi) What usually happens at the wedding reception? [2]

c. In not more than 60 words, explain why the author loves to see Hindi films. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) It is no good to marry you.
[Begin : What .....]
(ii) Because he is ill, he will be unable to play.
[Begin : In view .....]
(iii) They shouted as soon as he entered.
[Begin : He had scarcely .....]
(iv) I wish I had been in Sydney for the Olympics.
[Begin : O .....]
(v) He not only advised me but also helped me.
[Begin : In addition .....]

b. Insert correct pronouns in the blank spaces. [5]

My favourite spot to eat in the town was Romano's, a small, family-run Italian restaurant. Often, the owner's son Frank and I chatted as ____ prepared my favourite

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dish. His mother, ____ spoke little English, would watch curiously from the kitchen.

Once, I went to the restaurant, and Mrs Romano was working by ____ . I ordered ____ usual. When I'd finished eating, ____ emerged from the kitchen with a box and a loving look on her face. ____ mind raced. How could I refuse ____ gift ? How could ____ explain that ____ had no romantic interest in Frank ?

Without a word, she opened the box. Inside was a hand-knitted shawl. ____ took a deep breath and asked, "For me ?"

"For you", she said. "Twenty dollars".

c. Insert the correct tense of the verbs in brackets. [5]

My husband, who (be) a loud snorer, (work) on a long-term project in equatorial Africa. After several days on an expedition, he (astonish) (see) his staff (prepare) (sleep) in the open without so much as (light) a camp fire (protect) them.

"Don't worry, boss", they (tell) him. "You make enough noise (scare) off an elephant !"

d. Combine the following sets of sentences into one Simple sentence. [5]

(i) The student saw the teacher. He fled away.

(ii) The sky was cloudy. It was unwise to go out.

(iii) There goes the king of soccer. He is called Pele.

(iv) He is poor. But he is honest.

(v) I have a house. The house is to be let.

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Exercise 20

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

A wiry, dark man with a prominent forehead and receding hairline, his sparkling eyes and a face ever-ready to be contorted with laughter provided evidence of a keen sense of humour. Whenever breaking into laughter that was infectious he was in the habit of running his fingers through his sparse hair while gently rubbing his stomach. Perhaps the latter mannerism too had something to do with a good-humoured approach to life. Nursing a *chronically* unfriendly digestive system, he spent his life on an entirely healthy diet of an entirely unexciting nature.

He shared an egg, one egg, at breakfast with his wife. The family archives aren't unambiguous on the question who had the yellow and who the white. Health experts are still divided on which is the more nutritious, so it was probably a matter of personal preference. Or was it sacrifice?

The economist in him did however emerge on occasion. When his wife was *agitating* for the purchase of a sewing machine, he made close inquiries as to expenses incurred on services rendered by a tailor, whether the amount would be higher than the cost of a sewing machine. The conclusion that the tailor was the more practical choice led to a firm *veto* on the idea of investing in a sewing machine.

Adulation of a teacher is a long-neglected practice which now belongs to our televised epics. But I have yet to meet a former pupil of the professor who held him in anything less than the highest esteem. For his part, he returned the sentiment with the deepest affection. He was thrilled to discover bright students, ecstatic to have moulded them into brilliant scholars. The detailed narration of his students' (not his own) achievements perhaps bored all except the brilliant

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scholars in question. He *doted* on his children too, a daughter and a son, extremely bright both. The professor woke up his friends in the middle of the night to discuss their academic qualities. His friends had to grin and bear it.

(*The Statesman* 13 May 1990)

1. a. Give the meanings of the following words, as they are used in the passage. [5]

(i) chronically
(ii) agitating
(iii) veto
(iv) adulation
(v) doted

b. Answer the following questions briefly in your own words as far as possible.

(i) The professor had a keen sense of humour. Enlist proofs from the first paragraph to show this aspect of his personality. [2]

(ii) How was one of his mannerisms related to his humorous self? Do you really take it to be humorous? [2]

(iii) What is the subject of the second paragraph? What does it tell you about the professor? About the author? [2]

(iv) 'The economist in him did however emerge on occasion'. How does the author make it emerge? What is the effect on the readers? [2]

(v) The teacher-taught relationship was complementary. Do you agree with this statement? Give reasons for your answer. [2]

c. Describe the professor and his nature as he appears to you in this passage. Your answer should not exceed 60 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) The place sounds very quiet. I think it's deserted.
[Use 'as though']

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(ii) I shall be obliged to leave home.
[Change into a Question]

(iii) He is as important as you are.
[Begin : He is not .....]

(iv) The Chief Minister is a wise man.
[Use 'wisdom']

(v) Nor is there a man here but loved our Caesar.
[Use 'who' instead of 'but']

b. Rewrite the following piece with correct tense of the verbs in brackets. [5]

When the young waitress in the cafe in my building (start) (wave) hello every day, I was (flatter). She (be) at least 15 years younger than I. One day she (wave) and (beckon) to me. When I (stroll) over, she asked, "Are you single ?" "Why, yes", I (reply), (smile) at her broadly. "So is my mum", she (say). "Would you like to meet her ?"

c. Insert correct pronouns in the blank spaces. [5]

My sister has a three-year-old son, Robert, and when ____ mother recently gave birth, ____ father took ____ to visit her and ____ new brother in the hospital. When ____ reached the bedroom door, Robert stood looking towards the sky.

"Don't ____ want to see ____ brother ?" ____ father asked.

"First ____ want to see the stork that brought ____ ", the boy replied.

d. Combine each set of sentences into one Simple sentence. [5]

(i) I have no money. I can't spare any.

(ii) Mohan solved the puzzle. It took no time.

(iii) He is very upright. He won't betray her.

(iv) Alexander was the king of Macedon. He invaded India.

(v) The storm ceased. The sky cleared.

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Exercise 21

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

I met him when he was at a *terminal stage* of cancer. He dropped in one morning, somewhat shabbily dressed but cheerful all the same. Even his failing eyes didn't seem to detract from his sunny vision of the life he saw around him. You were welcome to share the sunshine.

"I want to write for you". And that was the beginning of an all too brief but worthwhile friendship.

He was, I gathered, a boxer of some repute in his youth. Maybe around the time Joe Louis was the reigning monarch of the ring. But if anyone referred to him as the 'Brown Bomber' at the time, the emphasis was in all probability more on the colour of his skin than on his *pugilistic prowess.*

He was also, and this I know for myself, a pianist. He had lent me a taped recording of his music — a blend of sentimental numbers of yesteryear and more ambitious attempts at Bach and Chopin. That was the repertoire he went through every evening in the restaurant of a five-star hotel. He had asked me more than once to '*drop* in any evening' at the hotel or his flat in central Calcutta. I never got round to it though I now wish I had. (If only we would serve *adequate notice of mortality* — it would be so much easier for the conscience of others.)

He was a good writer, no question about it. Particularly when recalling his days as a copywriter with advertising agencies, or chuckling *over* his *fruitless encounters* with a Hollywood producer when the dream of affluence *died an infuriating death.* All too ready and willing to *pay* tribute where tribute was due, he laughed at himself with just as much alacrity. Reading through his pieces, you might think he was a name-dropper. He wasn't. The names came to him naturally,

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he wasn't worried about fame. He didn't drop names, he picked them up with affection. "I never took myself too seriously, you know. That's the only way you can enjoy life."

As a boxer ? A pianist ? A writer ?

I think it was the *last* part that was the nearest to his heart. Fully aware that his days were numbered, he sent me a message through his son. "When will you be using my piece on..... ? If it's later than next month, I may have to forgo the pleasure of looking at it, let alone read it. The jokers at the cancer hospital have given me just a few weeks. I forget how many."

(*The Statesman* 10 September 1989)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) terminal stage

(ii) pugilistic prowess

(iii) adequate notice of mortality

(iv) fruitless encounters

(v) died an infuriating death

b. Answer the following questions briefly in your own words as far as possible.

(i) The first paragraph introduces contradictory statements. Give two examples of this. [2]

(ii) Explain the meaning of the sentence : 'You were welcome to share the sunshine.' [1]

(iii) 'He was ..... a boxer of some repute .....' What is the author's views on this ? [1]

(iv) What did this man do in the evenings ? [2]

(v) What was the author's feelings for not having dropped into his hotel or flat ? [2]

(vi) 'He was a good writer.' Quote two sentences to show that the author fully endorsed this statement. [2]

c. What is your impression about the man in the passage ? Answer in not more than 50 words. [10]

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2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) The Prime Minister's speech was loudly cheered.
[Change to Active Voice using 'members of the opposition']

(ii) The people loved their princess.
[Change to a Negative sentence]

(iii) What would I not do to see you happy !
[Change to an Assertive sentence]

(iv) Few philosophers write as analytically as Dr. Radhakrishnan.
[Change to Comparative Degree of comparison]

(v) He said, "His Excellency died in a car accident".
[Change to Reported speech]

b. Write one sentence containing each of the following words used as a different part of speech from that in the passage. Do not write the sentence from the passage. [5]

(i) drop

(ii) notice

(iii) over

(iv) pay

(v) last

c. Correct the sentences if necessary. [5]

(i) That was a coward thing to do.

(ii) The explosion caused many damages.

(iii) We will discuss about that matter later.

(iv) Everyone admired at his courage.

(v) Give attention to what I am saying.

d. Insert the correct tense of the verbs in brackets. [5]

After (spend) three hours (endure) the long lines, surly clerks and inane regulations at the department of motor vehicles, I (stop) at a toy shop to pick up a gift for my

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son. I (bring) my selection—a baseball bat—to the cash register. "Cash or credit?" the clerk (ask). "Cash", I (snap). Then (apologise) for my rudeness, I (explain), "I've just (spend) the afternoon at the motor-vehicle bureau".

"Shall I gift-wrap the bat?" the clerk asked sweetly. "Or, are you (go) back there?"

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Exercise 22

Read carefully the passage below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Gandhi returned to India at the beginning of the First World War to find himself already recognised as a leader. His work in South Africa had been followed by the people and he now was everywhere spoken of as 'Mahatma' Gandhi. He settled down near Ahmedabad, where he started an ashram, a religious group-home. People of any race or religion were invited to come and join him, if they were willing to make certain promises. These were : (1) always to speak the truth ; (2) not to fight or hate other people ; (3) to eat only what was necessary to keep them healthy ; (4) not to own anything that was not necessary.

The Untouchables were the lowest *rank* in the Hindu religion ; they were allowed to do only the lowest kind of work ; but they were welcome in the Gandhi home. When a family of Untouchables did come to join the group trouble arose. The neighbours *threatened* that they would have nothing to do with them, and the rich Hindus who were helping to support the home with money suddenly stopped giving. Gandhi was not *troubled*, but started making plans to move the whole group into the part of the city where the Untouchables lived. He planned that they all would get their living by doing the low work that only Untouchables were allowed to do. While these plans were being made, the Mahatma was called *aside* by a Moslem merchant, who asked him if he would accept money from him for the help of the ashram. The next day the man returned with a large amount of money, enough to keep the home going for a year. Gandhi said, "God has sent us help at the last moment." This event was the first of many which was to give the Untouchables a new place in Indian life. At this time, and for the rest of his life, the Mahatma was wearing the simple *native* clothing made of cotton cloth spun in a home.

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Little by little the people of India came to understand what the Mahatma meant by fighting force with love, instead of fighting force with force. In 1930 there was the famous Salt March.

According to the law, no one was allowed to make salt from sea water, but must buy it through the government. Gandhi considered that this was a bad and unjust law and so should not be obeyed. He said publicly that he would lead his followers to the sea, two hundred miles away, and there disobey the law. There he made a handful of salt. God had given the sea ; no government or man could keep it from the people. He was put in prison for a time, but not for long.

(from 'Gandhi's Return to India' *Great Men and Women*)

1. a. Give meanings of the following words in the context of the passage. [5]

(i) rank
(ii) native
(iii) aside
(iv) threatened
(v) troubled

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) How did his experience in South Africa help Gandhi become a leader in India ? [2]
(ii) How did his ashram win the hearts of many especially the down-trodden ones ? [1]
(iii) How did he plan to move his ashram to the quarters of the untouchables ? [1]
(iv) Describe two possible positive reactions in the society if he had finally moved to the untouchables. [3]
(v) In what way was the ashram a landmark in Gandhi's life ? [1]
(vi) Why was the Salt Law unjust ? [2]

c. In not more than 60 words write what was meant by fighting force with love and how Gandhi fought brute force with his moral force in his Salt March. [10]

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2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) Gandhi said this.
[Use "to say" at the end]

(ii) He had enough money. He could keep the home going for a year.
[Join the sentences into a simple one]

(iii) At this time and for the rest of his life, the Mahatma wore simple home-spun cotton clothes.
[Begin : Since .....]

(iv) According to the law no one was allowed to make salt from seawater.
[Remove "According to"]

(v) Gandhi was not troubled.
[Begin : This .....]

b. Fill in the blanks with suitable words or phrases. [5]

(i) She orders me ____ as if I were her maid.

(ii) I wish I ____ with Rithwik at Holiday Inn.

(iii) He ____ had not realised it.

(iv) Is it ____ that king Sobhuza had more than hundred wives ?

(v) I had an accident ____ a car.

c. Choose the better sentences. Write them in full. [5]

(i) Someone has told me to do this.
I have been told to do this.

(ii) People say that guavas are better than apples.
Guavas are said to be better than apples.

(iii) This is the girl I like.
This is the girl who I like.

(iv) Give me one, too.
Give me one also.

(v) Excuse me, what other thing can I do ?
Excuse me, what else can I do ?

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d. Give the opposite words of the following. [5]

(i) hide

(ii) guilty

(iii) permit

(iv) cooked

(v) cloudy

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Exercise 23

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

The sun is slowly setting on India's wildlife. Deprived of their original habitats and ruthlessly poached, India's wild animals are now making what could be their last stand in the country's 59 national parks and 254 sanctuaries. This large number of reserves means that the country's wildlife is crammed into an ecologically insufficient four per cent of the country's geographical area. Even these sheltered islands, conflict between the wildlife and the people living around the area threatens to demolish the animals' fortresses.

In fact, so systematically has India's wildlife been *decimated* that while only 13 species were in the Central Government's endangered list in 1952, the number went up to 41 species of mammals, two species of reptiles and 18 species of birds by 1972. By November last year, the number of endangered mammals had shot up from 41 to 70, reptiles from 2 to 16 and birds from 18 to 38. A *despondent* Thomas Mathew, Chief Executive of the World Wildlife Fund's campaign in India, says, "Despite all the propaganda about saving wildlife, it just hasn't got into the minds or souls of our people."

Species after species have fallen under the farmer's plough or the poacher's gun and is heading rapidly towards *extinction*. The snow leopard was once the lord of the upper Himalayas. Its soft grey coat, *dappled* with rosette-shaped black dots, made it the best-looking cat in the region. Today it is visible only on the shoulders of fashionable women as fur coats. Optimistic estimates put the present number of snow leopards at less than 300, and dropping rapidly.

In the lower Himalayas, the male musk deer is still widely

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hunted for the little gland above its abdomen whose secretion is used in the perfume industry in the West. The barasingha, with its magnificent antlers, is now mainly confined to the Kanha National Park in Madhya Pradesh. The common Indian leopard has now become so uncommon that six years ago, it was moved into the highly endangered category.

Down south it is no better. The Nilgiri Thar faces extinction, it is killed for its meat. The chatter of the black-faced Nilgiri langur is slowly falling silent, the oil from its fat is sold as a balm and its flesh relished by poachers. The Indian python has been mercilessly killed for its skin. And the Indian elephant, tigers and rhinoes have also been pushed into the highly endangered list recently.

The government's move to establish more sanctuaries and national parks may protect animals in the short run but it will come into increasing conflict with India's *burgeoning* population. The mistake the government is making is that, while it cordons off areas for wildlife, it does not provide alternative sources of fuel and cattle fodder to the villagers.

Fortunately, there has been a growing environmental consciousness among the people and the government. People are beginning to understand that wiping out wildlife is not an isolated *catastrophe*. Along with the animals, forests would *denude*, rivers would flood and top-soil would be washed away. In short it would be a total ecological disaster.

('India's Vanishing Wildlife' *India Today* June, 1987)

1. a. The following are the nearest meanings of some italicised expressions in the passage. Find them. [5]

(i) would be bare
(ii) become marked with patches of colour
(iii) largely destroyed
(iv) hopeless
(v) growing

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Why are sanctuaries and National Parks inadequate for our wild life? [1]

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(ii) How has our wild life depleted since independence ? [2]

(iii) Why are the following specially coveted ? [3]
a. male musk deer b. snow leopard c. python

(iv) How do the poachers thrive ? [1]

(v) How far is the awareness of the ecological disorder present among the people and the government ? [1]

(vi) "Joint Forest Management by the forest community and forest department can effectively restore forests and the wildlife."—Comment on the statement. [2]

c. 'The destruction of wildlife is not an isolated catastrophe.'—Comment in about 60 words in your own English as far as possible. [10]

2. a. Rewrite the following sentences according to the instructions given. You have to make correct sentences that say the same thing in a different way. [5]

(i) What a great idea !
[Use 'really']

(ii) Hurry up ! If you don't, you will miss the train.
[Use 'else']

(iii) She is fantastic !
[Make it a question]

(iv) The sun is slowly setting on India's wildlife.
[Begin : India's wildlife is slowly .....]

(v) I don't think, I can
[Remove I don't think]

b. Fill in the blanks with appropriate words. [5]

(i) Please excuse my ____ a little late.

(ii) It won't ____ you any harm.

(iii) You may find the film ____ interesting. (Do not use 'very')

(iv) Come ____ in, please.

(v) Beauty is only skin ____ .

c. Choose the right words from the brackets and fill in the blanks. [5]

(i) I took a ____ into the swimming pool and ____ the list of winners. (header, headed)

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(ii) I felt the ____ of some unearthly beings when I gave her a ____ copy of my book. (presentation, presence)

(iii) The Sun was ____ and he ____ three glasses of water. (down, downed)

(iv) The top ____ officer in the prison had difficulty in finding an ____ to implement the court order. (excutive, executioner)

(v) He is the ____ of the college and is a man of high ____ . (principle, principal)

d. Supply the suitable tense : [5]

(consider) the case of one professor who (devote) his life to the study of Tagore. As a University student, he (take) many courses on Tagore, and wrote his doctoral dissertation on him. He (publish) a book on Tagore, he (attend) conferences on him every year. Yet he (say) he (understand) Tagore very little.

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Exercise 24

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Kurrkutt has lived for more than two years in late Govind Singh Chabdela's house, whose widow, Ram Kanwar, known for her fondness for creatures of the wild, brought up Kurrkutt as a son. She fed him milk. She fed him bread. And today she is among the few who can *cuddle*, even spank him.

Once upon a time there lived in Khajuraho and who still lives there — a prince (now former maharaja), Balwant Singh of Chhatarpur. When the prince grew up, he, like his father, became a shikari until a decade ago, when he turned an *ardent* conservationist. He discovered Kurrkutt — whom he named — two and a half years ago during a visit to the lake, Kurrkutt, then only a few months old, was close to death. Some village children had pelted the baby Sarus with stones, wounding it severely.

Balwant Singh nursed the infant crane in the weedy lake that was its home, Kurrkutt grew stronger. As the months passed he learned to recognise the sound of the horn of Balwant Singh's car. Soon Kurrkutt's parents began to reject him. Afraid Kurrkutt would be unable to fend for himself, Balwant Singh asked Ram Kanwar, an animal lover, to take him in.

Kurrkutt knows his friends as he winds his way through the village's alleys plastered with brick and cement, his footsteps *pitter-pattering* like slippered feet. He stops where he knows he will be fed chappatis. A motor-cyclist whizzes by but Kurrkutt does not give the *contraption* even a glance.

Kurrkutt knows exactly where to stop. Ram Kanwar's home. His hearth. He stands expectantly at the doorway. If

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he had hands he would surely have knocked. He is ushered in *without ado*. Outside, the evening is spread out against the sky and Kurrkutt's parents begin to sound their last sonorous trumpets.

Kurrkutt will probably never become a parent. For that you have to find a mate. But to win her over he will have to do what all Saruses do — bow up and down, prance and leap around with both wings spread like those of a Sarus. For though some human beings saved his life, others took away for good an essential part of it, condemning him, perhaps, to live with humans for ever. The damage done to his wing by children will never heal. He can never spread out both his wings and soar as other Saruses do.

('Of Human Bondage' *India Today* April, 1989)

1. a. Write one word or a phrase to replace each of the following without any change in meaning. [5]

(i) cuddle
(ii) ardent
(iii) contraption
(iv) pitter-pattering
(v) without ado

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) What was the possible reason for Kurrkutt's parents to abandon him? [2]

(ii) Where lies the tragedy in the life of the crane? [1]

(iii) Describe the role of different human friends in Kurrkutt's life. [2]

(iv) There is a touch of the fairy tale in the story. Where? [2]

(v) Comment on Ram Kanwar as a person and a lover of wild animals. [2]

(vi) Show how the crane gives an impression of regal airs about him. [1]

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c. The writer admires the crane's adaptation to man's world, yet dislikes it. Comment on this in not more than 60 words in your own English as far as possible. [10]

2. a. Rewrite the following sentences as directed. You have to make correct sentences which say the same thing in a different way. [5]

(i) He will probably never become a parent.
[Begin : It .....]

(ii) Some village children had pelted the baby Sarus with stones.
[Begin : The baby Sarus .....]

(iii) He stands expectantly at the doorway.
[Begin : With .....]

(iv) A motor cyclist whizzes by but Kurrkutt does not give the contraption even a glance.
[Use 'although']

(v) If he had hands, he would surely have knocked.
[Begin : Had .....]

b. Which of the following choices best fit into the sentences ? [5]

(i) The girl ____ is putting on a blue skirt is his sister.
a. whom b. which c. who d. that

(ii) Do you object to ____ smoking a cigar ?
a. me b. now c. them d. my

(iii) It seems ____ impossible.
a. to be b. to have c. not d. very

(iv) His anger has escalated ____ rage.
a. for b. by c. to d. in

(v) He is always bullying me ____ his anger.
a. by b. for c. with d. through

c. Fill in the blank with suitable words : [5]

You have failed in the competitive ____ . So ____ ?
This is not the ____ of your life. Don't lose ____ .
Something worthwhile is sure to turn ____ .

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d. Complete the following passage by supplying the correct form of the verbs indicated. [5]

I (come) to know from him yesterday that there (be) a terrible bomb blast near his house in the city. The police (try) to spot and (arrest) the culprits but so far (be) unsuccessful in tracing them.

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Exercise 25

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Somehow, India will never be the same again, such was the presence and the power. She was a giant among pygmies, a woman who left an indelible visual impression upon the collective consciousness. Her power was reflected in the image, so profoundly imprinted in the minds of every Indian, that however uncompromising their differences with her, it became impossible to reconcile to an India without Indira.

Shock, disbelief, anger. All these were the immediate emotional reactions. But at the end was a terrible silence as the sheer enormity of the tragedy gradually dawned. For 16 long years, Indira Priyadarshini Gandhi had *straddled* the most populous democracy in the world like a colossus. To imagine an India without her was impossible. Yet, last week, the impossibility became fact. And the fact of the assassination; sudden, cold-blooded, imperishable, unleashed violent shock-waves that *ricochetted* throughout the country, finally engulfing the awesomeness of the central tragedy.

Word of the assassination shot through the city like a light flash. Two hours later, as billboards went up outside newspaper offices confirming the fact, police was cordoning off entrances to AIIMS hospital. Some VIPs made it to the eighth floor operation theatre where surgeons were battling to rekindle life in a body from which it had ebbed, probably on arrival, before 10 in the morning.

At half past three, Rajiv arrived. He had driven straight from the airport and wore a look of unwavering composure as he was ushered into the crowded anteroom adjoining the operation theatre. There was a sort of *petrified* calm that

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follows awareness of a disaster, not yet fully comprehensible. Her end spelt not so much the end of a leader but the passing of an era.

It was not till nearly six in the evening that AIR and Doordarshan annouced the news of Mrs Gandhi's death. As the television network began to play religious music, a news flash announced Rajiv's swearing-in as Prime Minister. Already, events were moving with gathering speed, but no one was remotely prepared for the sequence of happenings in the capital that unfolded like a tale of two cities.

For the three days that Mrs Gandhi's body lay in state at Teen Murti House, there was something *schizophrenic* that gripped Delhi : on the one hand, a city of official mourning—long queues and wakes outside Teen Murti, heads of state jetting in from far corners of the globe for the funeral—and, on the other hand, a city of wreckage and ravaging despair. As the feverish days of anti-Sikh hysteria snowballed and melted into nights of *wanton* horror, the Government seemed to have momentarily perished with the leader. The administration collapsed as *marauding* mobs of rioters swept the streets in an orgy of violence ; Delhi seemed to revert fleetingly to the *inchoate* turbulence of its long imperial history. All night the city had burned. Now, *mayhem* was rampant at the gates. What tears were shed dried quickly in the horror that snaked through the streets.

('End of an Era' *India Today* November, 1984)

1. a. The following are the nearest meanings of some italicised words in the passage. Find them. [5]

(i) stood over

(ii) going about in search of plunder or prey

(iii) of severe mental disorder marked by irrational thinking and feeling

(iv) rebounded

(v) early

b. Answer the following questions briefly. Answers

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should be in complete sentences or short paragraphs.

(i) 'Mrs. Gandhi understood the Indian psyche very well'—Discuss. [2]

(ii) What was the immediate reaction of people to the ghastly murder of Mrs. Gandhi ? [2]

(iii) In what way was Mrs Gandhi a colossus ? [2]

(iv) How did the people of India prepare for the sequence of events that occurred after the assassination ? [1]

(v) For three days when Mrs. Gandhi's body lay in state, Delhi became schizophrenic—How ? [2]

(vi) How was the government and administration active during the week after her assassination. [1]

c. How did Mrs. Gandhi's death signify the end of an era ? In not more than 50 words answer the question. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) No one was remotely prepared for this.
[Use 'at all']

(ii) To imagine an India without her was impossible.
[Use 'unimaginable']

(iii) Word of the assassination shot through the city like a light flash.
[Delete 'word']

(iv) Rajiv wore a look of unwavering composure.
[Use 'looked']

(v) It was not till six in the evening that AIR and Doordarshan announced the news.
[Remove 'It']

b. Fill in the blanks with suitable words. [5]

(i) The detective was saved by the ____ of his teeth.

(ii) Your birthday coincides ____ mine.

(iii) She went up the way ____ alone.

(iv) ____ you need is plenty of water.

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(v) He bit ____ a large chunk of the apple.

c. Turn the following into simple sentences : [5]

(i) He told me what he intended to do.

(ii) The soldier was ready to drop because he was exhausted.

(iii) The student was not able to give any reason why he had been absent.

(iv) I cannot call his act noble ; for it was done from a vile motive.

(v) Go straight along this road and you will find the station.

d. Make sentences with : [5]

(i) laugh and grow fat

(ii) fight shy

(iii) look blank

(iv) make good

(v) off and on

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Exercise 26

27.09.04.

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

SO CALLED WEAKNESS.;

In the White House Abraham Lincoln quietly, sadly and ably guided the nation. Men complained about him, and he listened quietly and without anger. Men worked against him, and he did not turn against them. His great heart was full of grief; he loved peace; he was strong and determined to go on to the end. Slowly the ordinary people of the country began to know that in the White House there was a great President and a great man.

Lincoln had one serious fault, one which often troubled the officers of the army very much. He loved people, and he could understand and forgive their weaknesses, perhaps more than what was best. He found it difficult, for example, to permit the army courts to have a soldier shot for running away during a battle or for falling asleep while on guard duty. He wanted to forgive them and give them a second chance, and their officers didn't like it. A mother's tears, a baby's cry, a story of misfortune — these *touched* his heart.

The following is an example of this *so-called weakness* of the President's. One day an army captain and a few soldiers came to see Lincoln at the White House. A young soldier had been found sleeping while on guard; he had been tried by the army court and ordered to be shot. Could the President please do something about it? A few hours later, the boy, now a prisoner in his tent, was surprised to receive a visit from the President of the United States, who, as President, was also head of all the Northern armies. Lincoln asked the boy about his home, his life on the farm and looked at the picture of his mother which the boy had with him.

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"You are too good a boy to be shot for falling asleep only once. I grew up on a farm myself. But if you are free you will have to *pay heavily* for it".

The boy's face brightened and he said: "I am sure that my father will be so happy, sir, that he will gladly sell part of his farm and get the money."

"No", said the President, "that will not be enough. Only you can pay the bill, and pay only by proving yourself to be as brave and faithful as any soldier of the Union". His hand rested on the head of the boy, and his kind eyes *looked full into* the honest face. The boy promised.

The young soldier paid the bill very soon afterwards. In a fight with the enemy he jumped into a river to bring several wounded soldiers to the shore. Then he himself was shot, and died soon after. While dying he *blessed* the mercy of his President, for having given him this chance to die for his country.

(from 'Abraham Lincoln' *Great Men and Women*)

1. a. Give the nearest meanings of the following in the context of the passage. [5]

(i) so-called weakness
(ii) touched
(iii) pay heavily
(iv) looked full into
(v) blessed

b. Answer the following questions briefly. Answer should be in complete sentences or short paragraphs.

(i) Why is it said that Abraham Lincoln sadly guided the nation as the President ? What was he sad about ? [3]

(ii) What was the serious fault in him ? [1]

(iii) How did the President's own life-experience help him understand the people at the grassroots ? [1]

(iv) Did the President encourage indiscipline in the army by over-riding the army-court order ? [1]

(v) How did the uncoventional approach about discipline strengthen the army during the Civil War ? [2]

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(vi) 'I grew up on a farm myself'—How was this piece of information relevant to the boy's fault? [2]

c. Show three reasons that made the erring soldier reform. How did the young soldier pay the bill? Answer in not more than 60 words. [10]

2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) You are too good a boy to be shot for falling asleep only once.
[Make it a complex sentence using 'so']

(ii) He wanted to give them a second chance. The officers did not like it.
[Join them into a simple sentence using 'giving']

(iii) He had been tried by the army court.
[Begin : The army court .....]

(iv) The following is an example of this so-called weakness of the President's.
[Begin : An example .....]

(v) While dying he blessed the mercy of his President, for having given him the chance to die for his country.
[Use 'because' in place of 'for' after 'President']

b. Make sentences with these words to make the distinctions clear : [5]

(i) oar, ore

(ii) principal, principle

(iii) wrap, rap

(iv) guest, guessed

(v) dyeing, dying

c. Which of the choices best fit the sentences? [5]

(i) He is a very crafty politician and will never show his ____ till the last moment.

a. sword *b.* teeth *c.* cards *d.* slip

(ii) Your argument does not hold ____ .

a. logic *b.* the guts *c.* water *d.* the line.

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(iii) Don't worry. I'll go ____ the matter carefully.

a. at *b*. along *c*. about *d*. over

(iv) Leave it to me. I'll see ____ it.

a. about *b*. to *c*. into *d*. at

(v) I am badly ____ need of a type writer.

a. for *b*. with *c*. from *d*. in.

d. Fill in the blanks. [5]

(i) He remembers her mother ____ the piano every evening.

(ii) The story ____ her cry.

(iii) No children, rich or poor, are exempt ____ the risk.

(iv) Try this ____ again. [Do not use 'once']

(v) The stranger asked me ____ the Post Office was.

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Exercise 27

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Late at night, outside the dung-caked mud wall that surrounds the semi-circular courtyard of the village dwelling, a desert wind howls. By this time the children of the Patel household should be fast asleep. But tonight, in the desert hamlet, the home of a hundred other Rajasthani Patel families, there is no sleep for 11-month-old Ganga, her sister Jamuna, 3, and for her cousins, Phoolo, 5, Keru, 7 and Vasa, 9. Tonight their futures are being cast in an *irrevocable*, tradition-bound *die*. In one mass ceremony, the children are being married to other children perhaps a year older.

Ganga kicks and screams in her mother's arms as she is being carried to one of the five wedding mandaps. The groom, Achala Ram, 4, is already seated, fighting hard to keep his neck straight under the burden of a massive, *resplendent* turban. By midnight, Achala and Ganga, Topa and Jamuna, Roop and Phoolo, Narayana and Keru, Ram and Vasa are man and wife. Their marriages will be *consummated* only after the girls have reached maturity. Until that time they will live separately. If Achala should die during the *ensuing* period, Ganga will become a widow and never be allowed to remarry.

Child marriages are against the law and punishable by heavy fines, and at times even imprisonment. But rarely is the law enforced. In rural Rajasthan the tradition runs deep and strong and child marriages occur in tens of thousands each year. Most villagers are now aware that child marriages are illegal.

The ceremonies, although *replete* with feasting, colour and ritual, remain mostly secretive, known only to extremely tightlipped relatives and villagers. Strangers are spotted out easily by villagers and *menacingly* herded out.

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Days after the marriages and the feasting are over, the desert villages resound with the *pitter-patter* of little feet. The children, unmindful of the scorching sun have a new game to play—marriage. In mock weddings, they dress up as brides and grooms and walk around the village going from hut to hut in search of sweets and toys which are showered upon them with benevolence by *doting* elders. Life imitates custom.

('Wedding of Dolls' *India Today* June, 1986)

1. a. The following are the nearest meanings of some italicised words in the passage. Find them. [5]

(i) final and unalterable
(ii) following
(iii) made complete
(iv) splendid
(v) filled with

b. Answer the following questions briefly. Answer should be in complete sentences or short paragraphs.

(i) Describe the village dwellings. [1]
(ii) Why does the author say that the future of the children are being irrevocably cast? [2]
(iii) There is an underlying humour in the passage. Quote two sentences to prove that. [2]
(iv) What happens if you, as a stranger, go to observe the ceremony? Give two possible reasons for the way you would be treated. [2]
(v) Which group of people practise child marriage most in Rajasthan? [1]
(vi) Why are the girls the worst victims of the system? Why is the law of the land ineffective in this respect? [2]

c. How does 'life' imitate custom? Describe the incident in the context of the passage in not more than 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Late at night a desert wind howls.
[Begin : It .....]

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(ii) Until that time they will live separately.
[Use 'going to']

(iii) If Achala should die during the ensuing period, Ganga will never be allowed to marry.
[Begin : Should .....]

(iv) Most villagers are now aware that child marriages are illegal.
[Use 'unaware']

(v) Strangers are spotted out easily by the villagers.
[Begin : The villagers .....]

b. Explain the difference in meaning between the following pairs of sentences. [5]

(i) A. I will go if he comes. B. I would go if he came.

(ii) A. It is fairly cheap. B It is rather cheap

(iii) A. He may leave now. B. He can leave now.

(iv) A. Her English is not terribly good.
B. Her English is not good.

c. Fill in the blanks with the appropriate forms of the verbs indicated. [5]

(i) He ____ (finish) writing by the time the bell rang.

(ii) Even if she ____ (change) her mind tomorrow, I still wouldn't admit her.

(iii) He had an injection yesterday. He ____ (not have) any before.

(iv) How long ____ (smoke) before he had lung cancer ?

(v) I ____ scarcely ____ (hold) the cup when it ____ (slip) again.

d. Make sentences with : [5 marks]

(i) to be wool-gathering

(ii) a yellow streak

(iii) to wet one's whistle

(iv) To a T

(v) straight from the shoulder

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Exercise 28

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

They entered the fort-like railway station, black in the end of night; the electrics sizzling over the goods-yard. Amazed at the lama's immense simplicity (he had handed him a small bag full of rupees), Kim asked and paid for a ticket to Umballa. A sleepy clerk grunted and flung him a ticket to the next station, just six miles distant.

"Nay", said Kim scanning it with a grin. "This may serve for farmers, but I live in the city of Lahore. It was cleverly done, Babu. Now give the ticket to Umballa."

The Babu *scowled* and dealt the proper ticket. "Now another to Amritzar", said Kim.

"Were it not better to walk ?" said the lama weakly as he *jibbed at* the open door of a crowded third-class carriage.

A *burly* Sikh artisan thrust forth his bearded head. "Do not be afraid. Enter !"

"I do not fear", said the lama. "Have ye room within for two ?"

"There is no room even for a mouse", shrilled the wife of a well-to-do cultivator from the rich Jallandhar district.

"O, mother of my son, we can make space", said the blue-turbaned husband. "It is a holy man, see'st thou ?" He put out a large brown hand and hauled the lama in.

The lamps were paling in the dawn when the half-caste guard came round. Kim produced his ticket and was told to get out.

"But I go to Umballa", he protested.

"This ticket is only to Amritzar. Out !"

Kim burst into a flood of tears, protesting that the lama was his father and his mother, that he was the *prop* of the lama's declining years, and that the lama would die without

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his care. All the carriage bade the guard be merciful — but the guard hauled Kim on to the platform. Kim lifted up his voice and wept outside the carriage window.

"I am very poor. My father is dead—my mother is dead. O charitable ones, if I am left here, who shall tend that old man ?"

"What — what is this ?" the lama repeated. "He must go to Benares. He is my chela. If there is money to be paid—"

"Oh be silent," whispered Kim, "are we rajahs to throw away good silver when the world is so charitable ?"

An Amritzar girl stepped out with her bundles. Ladies *of that persuasion*, he knew, were generous.

"A ticket—a little tikkut to Umballa—O Breaker of Hearts !" She laughed.

"Does the holy man come from the North ? My mother was from Kulu. Get thee a ticket. Ask him for a blessing."

"Ten thousand blessings", shrilled Kim. "O Holy One, a woman with a golden heart has given us in charity. I run for the tikkut."

The lama bowed his head that he might not see her, and muttered: "She has acquired merit. Beyond doubt it was a nun."

"Not only was it sufficient for the ticket, but for a little food also," said Kim, leaping to his place. "Now eat, Holy one. Look. Day comes !"

(from *Kim*, Rudyard Kipling)

1. a. What do the following words and expression mean in the context of the passage ? [5]

(i) scowled
(ii) burly
(iii) jibbed at
(iv) prop
(v) of that persuation

b. Answer the following questions briefly. Answer should be in complete sentences or short paragraphs.

(i) Describe the incident at the ticket counter. [1]

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(ii) "Have ye room within for two ?" How did the couple within react to the lama's inquiry ? [2]

(iii) How did Kim try to change the guard's decision ? [2]

(iv) What made Kim burst into tears ? [1]

(v) Did the lama understand Kim's acting ? How do you know Kim was only acting ? [2]

(vi) List possible reasons for the woman's act of generosity. How did Kim react to her generosity ? [2]

c. Give three instances to show that the Lama was very unworldly. Your answer should not exceed 60 words. [10]

2. a. Rewrite the following sentences as directed. You have to make correct sentences which say the same thing in a different way. [5]

(i) The lama has handed him a small bag full of rupees.
[Begin : He .....]

(ii) There is no room even for a mouse.
[Use 'hardly']

(iii) The lamps were paling in the dawn when the guard came round.
[Begin : It .....]

(iv) All the carriage bade the guard be merciful—but the guard hauled Kim on to the platform.
[Begin : In spite .....]

(v) "I do not fear" said the lama. "Have ye room within for two ?"
[Turn into reported speech]

b. Make complete sentences using the hints for each. [5]

(i) The clerk was sleepy ____ reluctant ____ work.

(ii) The boy, Kim, was crafty and ____ good ____ acting.

(iii) Kim ____ not allow the lama ____ speak ____ .

(iv) Who ____ look after the lama ____ his ____ years ?

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c. Write sentences to distinguish between [5]

(i) lie and lay
(ii) hung and hanged
(iii) loose and lose.
(iv) dissatisfied and unsatisfied
(v) stationary and stationery

d. Fill in the blanks with suitable prepositions. [5]

(i) If it comes ____ the crunch, I can always go to my good old granny.
(ii) Help yourself and do justice ____ her cooking.
(iii) Your English needs to be brought up ____ the standard of the class.
(iv) He turned a blind eye ____ the danger signals.
(v) This was put up ____ auction for sale.

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Exercise 29

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

The making of Gandhi, the leader, was a phenomenon both complex and unique, but the making of *Gandhi,* the movie, is another kind of creative madness. It's an endeavour on a scale that could only be undertaken in the world of cinema where the only measure of acceptance is a scattered audience of millions which, with the flick of a knob, may induce epic disaster. Or it may enthuse at the message of a medium that transposes Gandhi's truth so well, that the name of the maker, Sir Richard Attenborough, may come to rest at equidistance between Satyajit Ray and Cecil B. DeMille.

Such are the *vagaries* of celluloid *karma,* such also are the strictures of a film director's dharma that if the late and great Mahatma were alive though disapproving of the effort in progress, his eyes may have twinkled and his toothless smile spread wide at the *dogged* persistence, the unswerving ambition but inescapable irony of a single Englishman's *obsession.* Says Attenborough : "Eighteen years ago I was a prosperous actor and part producer—a comfortable existence. Then I was handed Louis Fischer's biography of Gandhi by Motilal Kothari, and I can truthfully say that it changed my life. Since that day I haven't thought of anything else : everything I have done since from directing movies to rejecting acting roles, and making nearly forty trips to India, has been to be able to make this one picture."

Ben Kingsley, the English stage actor, keeps a stringent *regimen.* He has fruit juice for breakfast, boiled vegetables and a piece of fish for lunch and a glass of hot milk before going to bed. In addition, he puts in two to three hours of yoga a day, sleeps on a mat, and lives in a room that is bare,

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save for large blow-ups of Gandhi in various postures, smiling, thinking and sitting at his spinning wheel. Kingsley, 36, whose grandfather was Indian, but who grew up in England, is a quiet, contemplative man, intense and amusing in turns, but removed from the hurly-burly of the shooting in his private concentration.

Discovering Gandhi has become a process of self-discovery : "The more I try to understand him, the more I find my temper, temperament, my peace and patience changing. Travelling in Gujarat was a rediscovery of vast portions of my roots. Suddenly a part of myself that had lain asleep all my life was coming awake." Kingsley remembers the day in July following his screen test when Attenborough came to him with the offer of the role. "It was like being asked to walk with God," he says.

('Making of Gandhi' *India Today* December, 1980)

1. a. Give the meanings of the following in the context of the passage. [5]

(i) vagaries
(ii) karma
(iii) dogged
(iv) obsession
(v) regimen

b. Answer the following questions briefly. Answer should be in complete sentences or short paragraphs.

(i) Where lay the challenge in the making of the movie, Gandhi ? [1]

(ii) What according to the reviewer, would be the reaction of Gandhi himself, if he were to see the film in the making ? [1]

(iii) What did Motilal Kothari do to bring about a revolution in Attenborough's life ? [1]

(iv) Describe Ben Kingsley's new life-style. [2]

(v) How far could Ben Kingsley emulate Gandhi ? [2]

(vi) Why was the new life style of Ben Kingsley deemed to be necessary ? [3]

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c. Narrate in not more than 50 words how the film, Gandhi proved to be a self-discovery for Kingsley. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) As soon as he said, "Do this", it was done.
[Use 'no sooner']

(ii) He is the most active boy in the class.
[Begin : No .....]

(iii) He is very powerful, yet, he is incorruptible.
[Join the clauses using 'although']

(iv) Man cannot live by bread alone.
[Make it a question]

(v) None but the brave deserves the fair.
[Remove 'none']

b. Supply 'a', 'an', or 'the' where necessary. [5]

I am going to write ____ test at school in ____ last period. After school at about 4.30 p.m. I will take ____ taxi to the New Empire. ____ film there is an interesting one. Come over to ____ school at 4.30.

c. Make sentences with : [5]

(i) as yet
(ii) in time
(iii) as for
(iv) out and out
(v) put aside

d. Give one word for : [5]

(i) One who sells herbs
(ii) One who sells vegetables
(iii) Where aeroplanes are housed
(iv) Where fruit is grown
(v) Where bees are kept

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Exercise 30

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

The Moslems who came to India from outside brought no new technique or political and economic structure. In spite of a religious belief in the brotherhood of Islam, they were class-bound and feudal in outlook. In technique and in the methods of production and industrial organisation, they were inferior to what prevailed then in India.

Partly because the great majority of Moslems in India were converts from Hinduism, partly because of long contact, Hindus and Moslems in India developed numerous common traits, habits, ways of living and artistic tastes, especially in northern India — in music, painting, architecture, food, clothes, and common traditions. They lived together peacefully as one people, joined each other's festivals and celebrations, spoke the same language, lived in more or less the same way, and faced identical economic problems. The nobility and the landed gentry and their numerous *hangers-on* took their cue from the court.

All this intercourse and common living took place in spite of the caste system which prevented *fusion*. This *seclusion* of women prevented the development of social life. This applied even more of Moslems *inter se*, for purdah among them was stricter.

Among the common people in the villages, and that means the vast majority of the population, life had a much more corporate and joint basis. Within the limited circle of the village there was an intimate relationship between the Hindus and Moslems. Caste did not come in the way and the Hindus looked upon the Moslems as belonging to another caste. Most of the Moslems were converts who were

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still full of their old traditions. They were well acquainted with the Hindu background, mythology and epic stories. They did the same kind of work, lived similar lives, wore the same kind of clothes and spoke the same language. They joined each other's festivals and some semi-religious festivals were common to both. They had common folk-songs. Mostly these people were peasants and artisans and craftsmen.

The third large group, in between the nobility and the peasantry and artisans, was the merchant and trader class. This was predominantly Hindu and though it had no political power the economic structure was largely under its control. The Moslems who had come from outside India were feudal in outlook and did not take kindly to trade. The Islamic prohibition against the taking of interest also came in the way of trade. They considered themselves the ruling class, the nobility, and functioned as State officials, holders of grants of land or as officers in the army. There were also many scholars attached to the court or in charge of *theological* and other academies.

During the Moghul period large numbers of Hindus wrote books in Persian which was the official court language. Some of these books have become classics of their kind. At the same time Moslem scholars translated Sanskrit books into Persian and wrote in Hindi.

(On communal Integration : *Selections from Nehru*)

1. a. Give the nearest meanings of the following in the context of the passage. [5]

(i) hangers-on
(ii) fusion
(iii) seclusion
(iv) theological
(v) inter se

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) How did the Moslem invaders into India contradict themselves ? [1]

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(ii) In what ways were the conquered in India better than the conquerors ? [2]

(iii) The Moslems and the Hindu trading community stood apart from each other—Why ? [2]

(iv) How did the common masses of both the communities mingle together ? [2]

(v) Caste or purdah, which one prevented fusion and why ? [3]

c. Describe in not more than 60 words the common ground between the Hindus and the Moslems, how it developed and what stood in the way of developing it. [10]

2. a. Rewrite the following sentences as directed without changing the meaning. [5]

(i) They had common folk songs.
[Use 'that']

(ii) All this took place in spite of the caste system which prevented fusion.
[Begin : Even though .....]

(iii) Some semi-religious festivals were common to both the communities.
[Begin : Both .....]

(iv) There were also many scholars attached to the Court.
[Begin : Many .....]

(v) Moslem scholars wrote books in Hindi.
[Make it passive]

b. Use the most suitable choices for the blanks. [5]

(i) A man prone ____ anxiety is liable ____ react ____ an allergic invasion.
a. to, of, by *b.* by, to, to *c.* to, to, to

(ii) This will depend ____ the pattern of life he leads.
a. under *b.* upon *c.* above

(iii) You never consulted me ____ it and took me ____ granted.
a. with, for *b.* about, for *c.* about, with

(iv) He is depressed and needs cheering ____ .
a. for *b.* up *c.* through

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(v) I parked my bicycle unlocked. Somebody has walked ____ ____ it.

a. out, for *b*. away, against *c*. off, with

c. Make sentences with : [5]

(i) a hard bargain

(ii) call a halt

(iii) break somebody in

(iv) come down

(v) go by

d. The sentences given below are conditionals. Put the verbs in brackets in the correct tense. [5]

(i) If I knew this I (never given) it to you.

(ii) If you heat ice it (turn) into water.

(iii) I could explain it to you if I (know) Marathi.

(iv) If you (not do) this I will punish you.

(v) If I (know) that you were coming I would have stayed at home.

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Exercise 31

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Although everybody has a creative spark, the potential is not always fully utilised. How does one recognise those who are developing their creative energies to the fullest? Mad painters and tormented poets are only comic stereotypes of the creative personality. The essential traits of creativity are found among a wide variety of less conspicuous creators, people in all walks of life. Unfortunately, the structure of our social and educational environment does not always promote its growth.

Generally speaking, creative people often believe their purpose in life is to discover and implement the interrelatedness of things, to make order out of disorder. They also see problems where others see none and question the *validity* of even the most widely accepted answers. Creative persons are *compulsive* problem seekers, not so much because they thrive on problems, but because their senses are *attuned* to a world that demands to be put together, like a jigsaw puzzle scattered on a table.

Several tests now in use reveal that highly creative people are much more open and receptive to the complexities of experience than are less creative people. The creative temperament has a tendency to break problems down into their most basic elements and then reconstruct them into whole new problems, thereby discovering new relationships and new solutions.

Highly creative people aren't afraid to ask what may seem to be *naive* or silly questions. They ask questions like, "why don't spiders get tangled up in their own webs?" and, "why do dogs turn in circles before lying down?". Such questions may

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seem childlike, and in a way they are. Children have not yet had their *innate* creative energies channelled into culturally acceptable directions and can give full rein to their curiosity—the absolute prerequisite for full creative functioning, in both children and adults.

Unlike children, creative people appear to have vast stores of patience to draw upon. Months, years, even decades can be devoted to a single problem.

The home that encourages inquisitiveness contributes to creative development. The teacher who stresses questions rather than answers and rewards curiosity rather than restricting it is teaching a child to be creative.

To be extremely intelligent is not the same as to be gifted in creative work. The Quiz Kids are often referred to as geniuses. They would undoubtedly score high in memory functions.....But it is doubtful whether they are also fluent in producing ideas.

Contrary to popular myths that glorify youth, more creative achievements are likely to occur when people grow older. While memory may falter with age, creativity is ageless.

(from 'On Creativity' *Applied Human Relationship*)

1. a. Give the nearest meanings of the following in the context of the passage. [5]

(i) validity

(ii) compulsive

(iii) attuned

(iv) naive

(v) innate

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Why cannot everybody use his creative potential fully? [2]

(ii) How do creative people create problems? [2]

(iii) What are the two ways that stand in the way of a child's creative thinking? [2]

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(iv) What are the popular beliefs about creativity being restricted to few people ? [1]

(v) How far can mad painters and tormented poets be creative ? [2]

(vi) Can creativity flourish at old age ? [1]

c. "While intelligence is innate, creativity is environmental and ageless."—Explain in brief. [10]

2. a. Rewrite the following sentences as directed. You have to make correct sentences which say the same thing in a different way. [5]

(i) Unlike children, creative people have enormous patience.
[Use 'do not have']

(ii) Highly creative people are much more open to the complexities of experience than are less creative people.
[Use 'unlike']

(iii) It is doubtful whether they are fluent in producing ideas.
[Begin : Their .....]

(iv) To be extremely intelligent is not the same as to be gifted in creative work.
[Add 'people']

(v) While memory may falter with age, creativity is ageless.
[Remove 'while']

b. Which of the choices best fits the sentence ? [5]

(i) He will ____ a good leader. (do, make)

(ii) I wonder ____ she does this. (how, how many)

(iii) We must conform ____ the rules. (for, to)

(iv) He wants me to do the ____ work for him. (donkey, dog)

(v) Get up with the ____ and jog. (crow, lark)

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c. Give one word for : [5]

(i) the chief citizen of a city

(ii) one who plays the violin

(iii) one who covers chair, sofas etc

(iv) where dead bodies are kept before burial

(v) where fruits are grown

d. Make sentences with : [5]

(i) hard up

(ii) bee in one's bonnet

(iii) make a beast of oneself

(vi) economy class

(v) pass away

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Exercise 32

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Their stage is a grimy pavement in the heart of bustling Baroda. The play has a two-man cast. A blind old man, wrinkled and curled up among the many cigarette stubs and discarded wrappers, and a young, deaf woman with close-cropped hair and a tattered sari. But this is not street-side theatre. This is a *poignant*, real-life human drama : of poverty and passion, of insanity and innocence. It is above all, a drama of unique human relationship acted out in public, and yet one that is more private and *fulfilling* than most.

The old man is Nazeer Ahmed, a ragged, blind beggar whose memory is as blank as his unseeing eyes. His wrinkled face and trembling hands *betray* his antiquity but he has forgotten how old he is. In a grim parody of Shakespeare's seven ages of man, he regressed into infancy, his words *incoherent*, his needs child-like.

Then, last year, a miracle occurred. A young, mentally retarded girl named Hira came into his life. Nobody knows how it happened or what unspoken understanding passed between them ; but one day he was alone and uncared for, and the next, she was there beside him on the pavement. The relationship makes a mockery of the difference in age. Hira, the girl, cares for the old man like a father — and a lover. Few words pass between them but it is evident in her innocent embraces and her flirtatious behaviour. Then suddenly, the role switches and she is the mother and he is the child. She feeds him, even washes away the grime from his face. Since she joined him on the pavement, he has never gone hungry.

She is a Hindu and the old man is Muslim but that is

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hardly a barrier—if anything, it has brought them closer. Both know that only death could part them now. In the grime and filth of a Baroda pavement, they have nurtured a companionship that has transformed their little world into almost *ethereal brilliance.*

('Age and Innocence' *India Today* August, 1982)

1. a. Give the meanings of the following in the context of the passage. [5]

(i) poignant
(ii) fulfilling
(iii) betray
(iv) incoherent
(v) ethereal brilliance

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) What is the backdrop of the two-man cast play ? [1]

(ii) How is the intimate private life acted out in public ? [2]

(iii) How can it be called a human drama of insanity and innocence, of poverty and passion ? [2]

(iv) Describe Hira and her different roles ? [2]

(v) How is Nazeer Ahmed living without a past or future ? [1]

(vi) How is their relationship a mockery of the difference in age ? [2]

c. Comment on the mystery behind the lasting bond between the two in not more than 60 words. [10]

2. a. Rewrite the following sentences according to the instructions given. You have to make correct sentences which say the same thing in a different way. [5]

(i) He had forgotten how old he is.
[Remove 'how']

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(ii) That is hardly a barrier. [Use 'not']

(iii) A young, mentally retarded girl named Hira came into his life. [Split into three simple sentences]

(iv) Both knew that only death could part them now. [Add 'not']

(v) The relationship makes a mockery of the difference in age. [Use 'defies']

b. Rewrite the following sentences putting the verbs in the correct forms. [5]

(i) He (not sing) since he (be) sick.

(ii) She (wish) she (know) everybody who (matter) in Bollywood.

(iii) If I (ask) you to walk across the bed of hot coal, I doubt you (will) do it.

(iv) He who (control) others may be powerful, but he who (master) himself is mightier still.

c. Make sentences with : [5]

(i) eke out

(ii) talk shop

(iii) be all eyes

(iv) the chances are that

(v) get over

d. Insert the correct prepositions in the blank spaces. [5]

After weeks with my colicky new-born, I was ____ my wits' end. My husband suggested I try to "bond" ____ the baby. ____ frustration one morning, after my son had been crying ____ hours, I phoned my husband ____ work. Before he could say hello, I let our son scream ____ the receiver. Then I hung ____ .

An hour passed, and my husband finally called ____ . I asked what took him so long. He said he was ____ a meeting all morning and when he turned ____ his desk he found a note saying : "Your son called".

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VI

Exercise 33

The Bhopal Tragedy

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

It was a night of *macabre* death, a killer cloud of gas that silently settled on an unsuspecting Bhopal city and converted a pleasant winter's night into a nightmare of misery, panic, sickness and, for at least 2,500 people, babies and children, fathers and mothers, siblings and grandparents, a slow, painful, unnecessary snuffing out of life. That it was the worst ever industrial accident in history, taking an unprecedented and still unaccounted death toll and leaving no fewer than 50,000 affected, was quickly dwarfed by the tidal wave of human suffering that spread across the city like the poison cloud that caused it.

Zaheer Ahmed, who lives across the road from the Union Carbide factory, returned from his night watchman's duty to find the bodies of his wife and two sons. Shezad Khan, a tanker driver, was asleep with his wife and four daughters in Jayaprakash Nagar bordering the factory. "I awoke", he says, "with my eyes smarting as if someone had flung chillies into a fire." In panic, Shezad fled. It was the last time he saw his family alive.

Methylisocyanate (MIC), which Union Carbide, its makers describe in their manuals as 'an extremely *hazardous* chemical', is a poison against which '*stringent* precautions must be observed to eliminate any possibility of human contact.' Yet it was this lethal substance, a highly *volatile* chemical that is used by Union Carbide to manufacture pesticides, that vapourised silently into Bhopal's night air.

As people fled their homes, as hospitals overflowed with tens of thousands unable to breathe, unable to see, unable to eat, as doctors battled to contain the unending flow of

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the sick, the question that *nagged* most persistently was, did the accident have to happen? Tragically, as the fortnight wore on, INDIA TODAY's own investigations revealed that the answer to that question was turning out to be a resounding "No".

But it was not the immediate suffering that alone has left an indelible black mark in Bhopal's collective conscience. It is the unanswerable questions that will continue to haunt its population for generations to come, as survivors tell their children, why Bhopal? The guilty will undoubtedly be taken to task, but there can be no *retribution* just enough, nor any turning back of the clock. Bhopal holds out lessons that have to do with basic human concerns, for standards and for good sense. If the lessons are lost then it is all too possible that accidents such as this may be repeated in another factory in another city, in another way.

('Death of a City' *India Today*)

1. a. Which of the italicised words in the passage have the same meanings as the following? [5]

(i) gruesome

(ii) dangerous

(iii) severely strict

(iv) of a liquid that easily changes into gas or vapour

(v) punishment well-deserved

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Describe how Bhopal turned into a City of Death one night. [2]

(ii) Describe two case-studies to show the extent of the tragedy. [2]

(iii) What caused the disaster? [1]

(iv) Was Union Carbide fully aware of the lethal chemical? [1]

(v) Was the accident unavoidable? [2]

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(vi) What worries people now apart from the terrible death and suffering in Bhopal ? [2]

c. Here is a package programme to solve the problem for ever :

(i) Punish the criminals (ii) Give enough medical treatment and compensation to the affected people. (iii) Dismantle the factory and turn to small scale industries and traditional methods of dealing with pests.

Do you think the solution is effective ? Give reasons in not more than 60 words. [10]

[Hints : (1) There is such a thing called environment-friendly biological control of pests. (2) The disaster is essentially caused by man's greed and bid to make quick money through chemical pesticides.]

2. a. Rewrite the following sentences correctly according to the instructions given. Make other changes that may be necessary but do not change the meaning of each sentence. [5]

(i) The worst ever industrial accident was quickly dwarfed by the tidal wave of human suffering that spread across the city like the poison cloud that caused it.
[Split up into three simple sentences.]

(ii) It is all too possible that accidents such as this may be repeated.
[Begin : Most .....]

(iii) It was the last time he saw his family alive.
[Begin : Since .....]

(iv) I awoke with my eyes smarting.
[Use 'when']

(v) The question that nagged most persistently was, did the accident have to happen ?
[Use two simple sentences]

b. Fill in the blanks. [5]

(i) Please make ____ your statement in brief.

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(ii) The party was ____ full swing when the robbers rushed in.

(iii) Unless we get out of the debt trap, the company will end in blue ____ .

(iv) I bottled ____ my anger and kept mum.

(v) They worked twelve hours ____ a stretch.

c. Explain the meanings of the underlined idioms : [5]

(i) Cyril left India <u>for good</u>.

(ii) Stop chatting ! You're <u>wasting time</u>.

(iii) I am <u>dead sure *he would win*</u>.

(iv) I joined the <u>get together</u>.

(v) Stop dithering ; come <u>to the point</u>.

d. Make sentences with : [5]

(i) act on

(ii) look after

(iii) candidly

(iv) considerable

(v) foretold

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Exercise 34

The Golden Girl

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Each time she stepped onto the tartan track at Seoul's saucer-shaped Olympic stadium, there was electricity in the air. On the giant scoreboard overlooking the starting line, there was only one image on view—the dusky, long-legged athlete in green silk shorts and saffron and white vest. The cameras and eyes of the 70,000 spectators never left her as she fitted her *spikes* into the starting blocks. At that moment of ultimate solitude, as the stadium was *willed into* silence, it seemed that there was only one runner in the race. The camera stayed focused on her as she slowly lifted herself into a *crouch* and then that deceptively slow start which soon turned into a blur of motion as she settled into the rhythm of her long-legged, distance-devouring stride, overtaking the other runners as if they were standing still. And then the final burst which made a mockery of her habitual *lunge* at the finishing tape as the stadium reverberated with the collective *cadence* of "Usha, Usha, Usha", the name that even Korean spectators, delirious at the success of their own athletes, pronounced with almost childlike awe.

At the end, no other emotion could have matched the performance of the 22-year-old-Keralite with the unpronounceable name, Pilavulakandi Thekkeparambil Usha, who emerged as the star of the Seoul Asiad with the highest individual medal tally in the track and field arena, four golds and one silver, all in Asian Games record-breaking timings.

Her performance was all the more phenomenal when viewed against the backdrop of the disastrous showing by the rest of the 300-member Indian contingent which accounted

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for just one more gold aside from Usha's four gold medals. "She's a great athlete. I am never confident of winning a race when she is in the next lane," said Lydia de Vega, the Philippine sprint star who edged Usha out of a potential fifth gold medal in the women's 100 m.

In Seoul, she was mobbed everywhere she went and sports officials sought her autograph as eagerly as sports fans did in the stadia. Across the continent, she is a legend. Usha already holds the Asian record for the 400 m hurdles with her timing of 55.42 seconds at the Los Angeles Olympics, and also the Asian record for the 400 m with the 51.61 seconds which she set in Canberra last year. She also equalled the 100 m and 200 m Asian records—set by Taiwan's wonder girl Chi Cheng—at the Asian Athletic Championships in Jakarta last year where in a sensational gold rush she walked away with five golds and a bronze.

('The Golden Girl' *India Today* October, 1986)

1. a. Give the nearest meanings of the following words and phrases. [5]

(i) spikes

(ii) crouch

(iii) lunge

(iv) willed into

(v) cadence

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Which game is referred to here and where was it? [1]

(ii) Describe Usha at the starting line. [2]

(iii) Describe the manner of her strides in the track. [1]

(iv) How did she bag the laurels and impress all Asian countries? [2]

(v) Why was Usha particularly memorable to Indians? [1]

(vi) What was Lydia's opinion of Usha? Why was Lydia's opinion important in evaluating Usha? [3]

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c. Mention five qualities in Usha as a sports person that impressed people in the stadium. Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) There was only one image in view.
[Remove 'only']

(ii) Across the continent, she is a legend.
[Remove 'across']

(iii) She was mobbed everywhere she went.
[Begin : Wherever .....]

(iv) In the end no other emotion could have matched the performance of Usha.
[Use 'only']

(v) It seemed that there was only one runner.
[Remove 'it']

b. Fill in the blanks. [5]

(i) Has the patient been attended ____ ?

(ii) I bought the book ____ fifty rupees.

(iii) Let's go ____ a ride.

(iv) He may be late ____ coming to office, but he always leaves early.

(v) It was very nice ____ her to say so.

c. Turn into indirect speech : [5]

Then she proceeded to question : "You are the brother ?"
"Yes, reverend mother", replied Charles.
"What is your name ?"
Charles replied : "Charles Das".

d. Make sentences with : [5]

(i) out of regard for
(ii) with regard to
(iii) on behalf of
(iv) a security risk
(v) a cat burglar

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Exercise 35

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

In need of a new outfit for tonight's party ? Don't panic. It's just *down the road* at your friendly neighbourhood boutique. Or rather, boutiques. Suddenly, fashion is no longer *cocooned* in five-star hotel arcades as the private preserve of perfumed socialites. It's now *rioting* down the streets in dozens of boutiques flourishing *hip-to-hip* in almost every big city.

Instant fashion, off-the-rack and ready-to-wear, now sports the labels of a bewildering range of *purveyors* with a mushrooming string of city outlets : Inter Shoppe, Ravissant, Burlingtons, Benzer, In Style, Ritu's Wearhouse, International News. There's a new label being added almost every second day. And the boom seems to be just starting. "There is space for everyone", says Bibin Hara, manager of the Calcutta branch of Ritu's Boutique, one of the first boutique chains in the country. Vijay Mehta, the fashion magnate who heads the largest boutique chain in the country, Inter Shoppe, estimates : "There has been at least a 500 to 1,000 per cent increase in the market over the last five years".

Fashion consciousness has grown tremendously over the last few years and has spread to almost every corner of the country. "Teenagers in our days had no dress sense. They were lost somewhere in between children and adults", recalls Bina Ramani, 43, who opened her new boutique, Once Upon a Time, in Delhi last month. Adds Parmeshwar Godrej, who began the Dancing Silks boutique in the Oberoi Towers, Bombay years ago : "The younger generation is becoming increasingly aware about being well turned out". The fashion rage among women can also be explained by its economics : the disposable income with the increasing number of young

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working women. Not only is the woman aware of what would look good on her now, but she also has the money to buy it.

The fashion explosion is, in the Indian context, an idea whose time has come. More people are switching from tailored to ready-to-wear garments for the simple reason that time is at a premium. There is, of course, another reason. More and more Indians are shedding inhibitions and the traditional saree-and-suit ensemble in favour of fashion. It's a revolution in life-styles. And everybody's getting into this act.

('Looking Good' *India Today* January, 1987)

1. a. What do the following words and expressions mean in the context of the passage? [5]

(i) down the road

(ii) cocooned

(iii) rioting

(iv) hip-to-hip

(v) purveyors

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) Which group of people in India could be called fashionable only a few years ago? [1]

(ii) What are the sure signs of rapid change in the life style of many people? [1]

(iii) How has the fashion-revolution taken place? In which group of people is the fashion consciousness most pronounced? [2]

(iv) How would you explain the new wave of fashion among some women and girls? [2]

(v) Why are ready-made garments increasingly becoming popular these days? [2]

(vi) Can ready-made garments go together with exclusive fashion wear? [2]

c. Show in about 60 words how our conservatism stands in the way of fashion-explosion. [10]

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2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) There is a new label being added almost every second day.
[Begin : A new .....]

(ii) It's a revolution in life styles. And everybody's getting into this act.
[Join the sentences into a simple one]

(iii) There is space for every one.
[Begin : Everyone .....]

(iv) Teenagers in our days had no dress sense.
[Begin : Dress sense .....]

(v) Not only is the woman aware of what would look good on her now, but she also has the money to buy it.
[Use 'as well']

b. Fill in the blanks with appropriate adverbs. [5]

(i) ____ speaking, he loves you very much.

(ii) ____ , we must observe the situation. ____ , we must analyse it ____ .

(iii) She wept ____ alone.

c. Everybody appreciates your achievements now and says that you are a good student. But when you were in the primary school you were not so good. One of your teachers in the primary school might have said about you, "This boy is stupid. He never does his homework. He is all the time naughty and inattentive. He does not listen to me and cannot answer my questions. He is better taken to a psychiatrist."

Now write what one of your teachers might have said about you. Begin your sentence : He said that ..... [5]

d. Give the diminutives : [5]

(i) part
(ii) dear
(iii) seed
(iv) maid
(v) hill

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Exercise 36

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

But it was the hardest of all to be parted from the girl he loved with all his passionate young heart. He wrote to her (in his childlike hand writing) long, ill-spelt letters in which he told her how constantly he thought of her and how much he longed to be back. He was sent here and there, to Spezzia, to Venice, to Bari and finally to China. Here he fell ill of some mysterious ailment that kept him in hospital for months. He bore it with the *mute* and uncomprehending patience of a dog. When he learnt that it was a form of rheumatism that made him unfit for further military service his heart *exulted* for he could go home ; and he did not bother, in fact he scarcely listened, when the doctors told him that he would never again be quite well. What did he care when he was going back to the little island he loved so well and the girl who was waiting for him ?

When he got into the rowing-boat that met the steamer from Naples and was rowed ashore he saw his father and mother standing on the jetty and his two brothers, big boys now, and he waved to them. His eyes searched among the crowd that waited there, for the girl. He could not see her. There was a great deal of kissing when he jumped up the steps and they all, emotional creatures, cried a little as they exchanged their greetings. He asked where the girl was. His mother told him that she did not know ; they had not seen her for two or three wecks ; so in the evening when the moon was shining over the *placid* sea and the lights of Naples twinkled in the distance he walked down to the Grande Marina to her house. She was sitting on the doorstep with her mother. He asked her if she had not received the letter that he had written to her to say that he was coming home. Yes, they had

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received a letter, and they had been told by another of the island boys that he was ill. Yes, that was why he was back; was it not a piece of luck? Oh, but they had heard that he would never be quite well again. The doctors talked a lot of nonsense, but he knew very well that now he was home again he would recover. They were silent for a little while, and then the mother *nudged* the girl. She did not try to soften the blow. She told him straight out with the blunt directness of her race, that she could not marry a man who would never be strong enough to work like a man. They had made up their minds, her mother and father and she, and her father would never give his consent.

When Salvatore went home he found that they all knew. The girl's father had been there to tell them what they had decided, but they had lacked the courage to tell him themselves. He wept on his mother's bosom. He was terribly unhappy, but he did not blame the girl. A fisherman's life is hard and it needs strength and *endurance*. He knew very well that a girl could not afford to marry a man who might not be able to support her. His smile was very sad and his eyes had the look of a dog that has been beaten, but he did not complain, and he never said a word of the girl he had loved so well.

(from *Salvatore*, H.S.Eng)

1. a. Give the meanings of the following words as used in the passage. One word or short phrases will be accepted. [5]

(i) mute

(ii) exulted

(iii) placid

(iv) nudged

(v) endurance

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) How did Salvatore keep in touch with his fiancee? [1]

(ii) What happened to him in China? [1]

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(iii) How did he react when found unfit for further military service ? [1]

(iv) What kind of a reception awaited him back home ? [2]

(v) Describe the meeting between Salvatore and the girl who was waiting for him. [2]

(vi) How did he react to her 'blow' ? [3]

c. Write in about 60 words two examples to show Salvatore's attitude in times of adversity. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) He asked her if she had not received the letter that he had written to her to say that he was coming home.
[Turned into direct speech]

(ii) Now he was home again, he would recover.
[Insert 'that']

(iii) He scarcely listened.
[Use 'did not']

(iv) What did he care when he was going back ?
[Begin : He .....]

(v) His eyes had the look of a dog that has been beaten.
[Make it a simple sentence]

b. Fill in the blanks with suitable words. [5]

(i) You look washed ____ , pale and tired.

(ii) I don't like going ____ holiday by car ; it is slow, dusty and tiring.

(iii) I want to open an account ____ your bank.

(iv) The 'Koun Banega Crorepati' really ____ me on.

(v) I offered him help but he turned it ____ .

c. Write down the differences in meaning. [5]

(i) The people who *sometimes* visited me drank milk.
The people who visited me drank milk *sometimes*.

(ii) He smiled *foolishly* at the girl he loved.
He smiled at the girl he *foolishly* loved.

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(iii) She turned to the man with tears *in the eyes.*
She turned to the man with tears *in her eyes.*

d. Use suitable tense forms of the verbs in the brackets. [5]

(i) You are not allowed to start writing answers until you (read) the question paper.

(ii) I wish you (write) to me more often.

(iii) It is high time you (pull) up your socks.

(iv) What you (do) in 20 years' time.

(v) She told me that she (see) me soon.

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Exercise 37

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

News had spread through the forest that a doctor had come to Lambarene, and even before their boxes of medicines arrived on the river-boat, the sick people began to crowd around the house. Every morning when he stepped out of his house he found them waiting for him, thirty or forty *coloured* people sitting on the ground in the shade of the house. These were not the *town Africans* from the coast, but simple wandering people from the forest. Old people, young people, babies ; men, women and children ; ill with all kinds of diseases, weak from lack of food. "Here among us everybody is ill", said a young man ; and an old chief shook his grey head sadly. "Yes, our land eats its own children". All their faces were turned towards Schweitzer for comfort ; he was the only man for hundreds of miles who could help them.

When his boxes of *supplies* came there was no place to put them. For a time he cared for the sick people in the open air, and then ran for shelter when the heavy rains came pouring down. Things became better when he cleaned out an old hen-house and used this as the centre of his work. It was difficult not to begin to despair. There was so much to do. What could one man do against *a whole world of suffering* ? During these first months his wife gave him help and strength. She worked as hard as he did—first caring for the house and giving orders to the untrained servants ; then scurrying over to the hen-house to help the doctor with his operations and care for the sick.

It was a happy day when the doctor found among the sick people a *keen-looking* coloured man who spoke French and who had been a cook to a white man. "Would you like to come to me as cook and also to help me in the hospital ?" Schweitzer asked. The mans's face brightened with pleasure. "Yes, Doctor," he said, "I will help you with everything."

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That was the beginning of Joseph, who stayed with them for many years. He was an unusual man, kindly, keen, hard-working, honest. He could speak eight languages, and although he could not read or write French he never made a mistake in taking down a bottle of medicine from the shelf. "How do you know which one to take?" Schweitzer once asked him. "The bottles are nearly all the same".

"I remember the look of the words on the paper", was the simple answer. Joseph had said he would help with everything, and he did. It was Joseph who helped in the hospital, who translated for the Schweitzers, who helped them to understand the ways of Africa.

(from 'Albert Schweitzer' *Great Men and Women*)

1. a. Give the meanings of the following in the context of the passage. [5]

(i) coloured
(ii) the town Africans
(iii) supplies
(iv) a whole world of suffering
(v) keen-looking

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) How much were the rural people of Congo aware of their own ill health when Dr. Schweitzer arrived there? [2]
(ii) Describe the initial hazards the doctor faced in the Congo. [1]
(iii) How were the difficulties overcome during the first few months? [2]
(iv) Comment on Dr. Schweitzer's determination to help out the sick in the Congo. [2]
(v) How was Joseph identified? [1]
(vi) 'Joseph was a linguist'—Do you agree? [2]

c. Describe how Joseph helped the doctor with everything and proved himself unusual, in 60 words. [10]

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2. a. Rewrite the following sentences according to the instructions after each. You have to make correct sentences which say the same thing in a different way. [5]

(i) He cared for the sick people in the open air.
[Begin : The sick .....]

(ii) There was so much to do.
[Remove 'there']

(iii) What could one man do against such odds ?
[Begin : For one man .....]

(iv) The bottles are nearly all the same.
[Use 'alike']

(v) Dr. Schweitzer asked, "Would you like to help me in the hospital ?" "Yes, Doctor", he said.
[Turn into indirect speech]

b. Fill in the blanks with appropriate form of verbs indicated. [5]

(i) He had planned to visit her but now he ____ . (cannot)

(ii) I failed the exams because I ____ my revision. (not do)

(iii) It is high time you ____ to her. (write)

(iv) I just ____ the station when the train ____ . (reach, arrive)

(v) They ____ hardly ____ on the light before the ghostly shadow ____ out of the window. (switch, jump)

c. Make sentences to distinguish between : [5]

(i) course and coarse

(ii) flower and flour

(iii) yolk and yoke

(iv) cent and scent

(v) grown and groan

d. Fill in the blanks with appropriate words. [5]

Ratan is too stubborn and would not pay ____ to anybody's advice. If he is now in the city, ____ him be ; ____ him go to the ____ . We can't ____ it.

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Exercise 38

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

He could not have been more than sixteen, one of the thousands who came to have a holy bath at Pushkar. But there was something extraordinary about the enthusiasm with which he chose to take his dip. For an hour he kept a large crowd fascinated by his *antics* in the water. This was bonus entertainment for the people—they were going to watch the longest bath at Pushkar.

He sat on the second step of the ghat—ebony black, black even for an Indian, a mop of dusty brown hair tied up in a knot, a red loin cloth around his waist, a brass lota in hand, looking more like a sadhu's acolyte than the representative of a village come to give the people at home a *vicarious* sacred bath. "This one is for punditji who could not come because the money-lender's daughter is getting married!" he chanted loudly and poured a lota of Pushkar water over his left shoulder with a happy smile. "And this one is for pitaji. His sins will wash away but never his debts!" He seemed to be warming up for he laughed, looked around, stood up, did a sort of impromptu two-step dance in the water and poured a few quick lotas indiscriminately over himself.

At once, the crowd joined in his enthusiasm. "Have one for my grandmother!" came a shouted request. "Give her one yourself! This one is for mine, who doesn't need it and this for my grandfather, who definitely does!" and more water was poured. Now he was playing to the gallery. "I'll have one for the Engineer Sahib and maybe we'll have more water for the fields next seasons!" More water. "And one for the coolie at the railway station who got me on the train for free! And one for Ramu, and one for Lajjo, and

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one for..... and one....." A *veritable* Ark of Creation was bathed to the accompaniment of irreverent *repartee* from the crowd.

Without warning, he became silent. The crowd quietened with him. He bent slowly and filled the lota with holy water, chanted something and let a little water trickle into the lake. "This is for my mother". He came out of the water, placed the lota on his neatly folded clothes. "You've forgotten to bathe for yourself", someone said. "No I haven't. This one is for me". He walked into the water till his feet no longer touched the bottom. Then he swam far out into the lake. A quiet fear hammered through the crowd. The dark spot *hovered* over the water for a moment and then was gone. Later the police found a note. "A suicide note", someone said. He was a Hindu. The boy, no more than sixteen was tired of living. And what better way than to die in the lap of Brahma, the Creator himself.

('The Longest Bath' *India Today* January, 1976)

1. a. The following are the meanings of five words in italics in the passage. Find them. [5]

(i) comical movements

(ii) witty remarks

(iii) remained

(iv) true

(v) delegated

b. Answer the following questions briefly. Answers should be in complete sentences or short paragraphs.

(i) What is special about Pushkar ? [1]

(ii) Why was the large crowd fascinated ? [1]

(iii) Describe the boy. What were his antics ? [2]

(iv) How did he bathe his people by proxy ? [1]

(v) How did the crowd treat him at different stages ? [2]

(vi) Rewrite in your own English : [3]

"A vertiable Ark of Creation was bathed to the accompaniment of irreverent repartee from the crowd"

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(para 3) and show how he was playing to the gallery. (para 3 and 4).

c. In not more than 60 words comment on the boy's frustrations about the social reality that led to his determination to take the longest bath. [10]

Or,

Imagine that you were in the crowd. Describe in not more than 60 words, your feelings about the boy and his bath at different stages.

2. a. Rewrite the following sentences as directed without any change in meaning. [5]

(i) His sins will wash away, but never his debts.
[Use 'won't']

(ii) "You have forgotten to bathe for yourself", someone shouted. "No, I haven't".
[Use the reported speech]

(iii) He seemed to be warming up.
[Begin : It .....]

(iv) The dark spot hovered over the water for a moment and then was gone.
[Use 'hovering']

(v) He placed the lota on his neatly folded clothes.
[Use two simple sentences]

b. Complete the sentences with the correct form of the verbs indicated in brackets in each case : [5]

(i) When do you expect the assembly to ____ ? (break)

(ii) My father died young and my mother had to ____ three of us on a shoe-string budget. (bring)

(iii) I ____ you for the last two hours. (watch)

(iv) How long ____ the honeymoon last ? (do)

(v) If you ____ dance well, you ought to be given the role of the heroine. (can)

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c. Which of the following choices best fit into the blanks ? [5]

(i) They are shouting their ____ off.

a. throats *b*. hands *c*. heads *d*. mouths

(ii) Behave ____ !

a. proper *b*. yourself *c*. off *d*. into

(iii) The security guards, specially the Black Cats have all poker ____ .

a. noses *b*. dresses *c*. guns *d*. faces

(iv) I always forget things. I have a memory like a ____ .

a. donkey *b*. bird *c*. sieve *d*. rhino

(v) He was terribly tired and slept like a ____ .

a. dog *b*. frog *c*. log *d*. hog

d. Make your own comparisons : [5]

(i) as large as .....

(ii) as ..... as mustard

(iii) as innocent as a .....

(iv) eat like a .....

(v) as ..... as a scarecrow.

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Exercise 39

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

A student of English, he was already something of a hero when I joined the college as a fresher. A good-looking young man, if somewhat thickset with heavy shoulders, he had a faithful following among his male colleagues and many admirers among the girls.

He had a soft voice but, perhaps to do justice to his nickname, had a fine physique which he *assiduously cultivated* by devoting an hour or so every day to the punchbag, before turning his attention to the entirely *cerebral exercise* of studying English Literature — in which he was extremely gifted. His teachers were proud of him, hardly any of his friends resented this as they listened to him, sitting in the College Street coffee house, as he defended his interpretation of the Romantic poets.

So the punchbag did no violence to his literary sensibility. I can vouch for it. One evening when he, I and another friend were strolling down a Calcutta street, a gang of youths passed us and one of them kicked him hard on the shins, even though he was at the time merely offering his *tentative views* on Boris Pasternak as a poet. Taken by surprise, he stood motionless for a moment before his fists swung into action. A combination of what I believe are called right and left hooks left three repentant souls sprawling on the pavement. He returned to Pasternak in his gentle voice *without so much as a chuckle.*

One loses touch. Annual get-togethers of the alumni aren't always attended by those one really wants to meet again. I did meet–see him two or three years ago walking down Park Street in his *ponderous way*. I couldn't ask the driver to stop in the peak hour traffic. Like a fool, I thought

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I had his address just because he was walking past a post office.

(*The Statesman* 18 September 1991)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) assiduously cultivated

(ii) cerebral exercise

(iii) tentative views

(iv) ponderous way

(v) without so much as a chuckle

b. Answer the following questions briefly in your own words as far as possible.

(i) 'He was already something of a hero'. How did the author come to this conclusion ? [2]

(ii) What did he do to sustain his fine physique ? [2]

(iii) Why were his teachers proud of him ? [2]

(iv) 'I can vouch for it.' What does the author mean by this statement ? [2]

(v) 'One loses touch'. Did he really ? [2]

c. In 50 words, state the qualities that endeared him to the author. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Bedi bowls faster than Prasanna.
[Change into Positive Degree of Comparison]

(ii) The fact is quite evident to require proof.
[Use 'enough']

(iii) The bride was only a lass of sixteen and Jewess by birth.
[Change the Gender of the nouns]

(iv) My knife is sharp.
[Use the Antonym of 'sharp']

(v) The boys respectfully wished the teacher good morning.
[Change into Direct speech.]

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b. Fill in the blank spaces with appropriate prepositions. [5]

While working as a nurse ____ a geriatric ward, I contacted laryngitis and completely lost my voice. As many ____ my patients were deaf, this caused considerable difficulty ____ me. I wanted one elderly woman ____ change her position so she wouldn't get bed-sores. After numerous attempts ____ verbal communication had failed, I wrote ____ her a note, "Please roll over". She glanced ____ it and said, "You'll have ____ read it ____ me, dear. I haven't got my glasses ____ ."

c. Correct the following sentences if necessary. [5]

(i) Everybody in the audience were delighted by the performance.

(ii) Every man, woman, and child are invited to attend the celebration.

(iii) The committee is requested to invite their friends.

(iv) The jury is unable to agree on a verdict.

(v) None of the students was present.

d. Join each of the following pairs of sentences into one sentence. [5]

(i) Take it. Leave it.

(ii) He was annoyed. He kept quiet.

(iii) He is poor. He is contented.

(iv) He may slay me. I will trust him.

(v) God made the country. Man made the town.

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Exercise 40

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

I was for a long time resistant to the idea of a mosquito net over my head — a net of any kind in fact, being under the entirely naive impression that I was perfectly capable of facing the world, asleep or awake, without a protective shield. True, there had been an exception. When I paid a girl friend a visit in upper Assam, a mosquito net was arranged around my bed, rather *elegantly* I thought, recalling a bygone age. The bottom edge brushed the floor of my bedroom and climbing into bed after lifting the net *gingerly* had its charm.

Come winter, a circus descends on the maidan next to my home. Not having seen the circus, I don't know whether flies, bugs, mosquitoes or fleas perform tricks there. But I do know that, come the Big Top, my home is invaded by mosquitoes, scores of them, crying for blood, perhaps out of a sense of frustration after being *upstaged* at the circus by much larger artistes. And, believe me, if *thwarted,* they drone even louder. Hell hath no fury as that of a mosquito *scorned.*

I am now a firm convert to the mosquito net cult. The ugly nails which had to be hammered into my lovely Asian Paints blue wall, the acrobatics which precede the fixing of the net every evening and its dismantling the next morning, the hassle of it all brings rich dividends in the form of a cosier home within a home. I carefully lift one corner and creep into my bed, hoping I have eluded the invading armies, tuck that particular end under the mattress and lie down with a deep sigh of relief. If I still hear the drone of the mosquito beating its wings against the net, all I say is, "Sorry mosquito, Good Night me".

(*The Statesman* 4 February 1990)

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1. a. Give the meanings of the following words as they are used in the passage. [5]

(i) elegantly
(ii) gingerly
(iii) upstaged
(iv) thwarted
(v) scorned

b. Answer the following questions briefly in your own words as far as possible.

(i) Why was the author resistant to a mosquito net over him ? [2]

(ii) What charming experience did he have in upper Assam ? [2]

(iii) 'Come winter .....' What happens then ? [2]

(iv) 'Hell hath no fury as that of a mosquito scorned.' Explain what the author means by this statement. [2]

(v) Give an example of the author's sense of humour. [2]

c. Describe the author's conversion to the mosquito net cult. Your answer should not exceed 50 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Besides being industrious he is intelligent.
[Use 'not only ..... but also']

(ii) You must not be late or you will be fined.
[Begin : In the event .....]

(iii) She has many faults ; still he loves her.
[Use 'inspite of']

(iv) He left no plans untried.
[Begin : He tried .....]

(v) He works hard that he may become rich.
[Begin : He aims .....]

b. Fill in the blanks using "a" and "the" only when necessary. Mark (x) where no article in required. [5]

____ former fourth-grade teacher came into ____

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classroom one Valentine's Day and found ____ handmade card bearing ____ message "All ____ fourth-grade loves you, Mrs Jones". This touched her deeply until ____ next morning when she found ____ note with ____ corrected tally on ____ desk. It read : "All ____ fourth-grade loves you Mrs. Jones. All but two."

c. Supply the correct form of the verb from the brackets. [5]

(i) She is one of the girls that ____ the bugle in the band. (play, plays)

(ii) ____ either the child or the guardian know the rules ? (do, does)

(iii) This is the only one of all his articles that ____ worth reading. (seem, seems)

(iv) Here ____ the Principal with his wife to attend the annual concert. (come, comes)

(v) The syllabus as well as the examination dates ____ to be put up on the notice board. (need, needs)

d. Fill the blank spaces with the correct word from the brackets. [5]

(i) Please ____ the mattress in the sun. (lay, lie)

(ii) Sita has ____ down for a short rest. (laid, lain)

(iii) The cat is ____ on the sofa. (laying, lying)

(iv) Sachin ____ the bat on the ground. (laid, lay)

(v) The hens aren't ____ . (laying, lying)

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Exercise 41

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

Off and on in life, *one is hard-up*. As I was in my childhood.

I can't quite remember why, on that particular occasion, I desperately wanted more than the daily allowance sanctioned by my parents. I had made a *mental note*, in a child's sly way, that a particular shelf in my mother's iron safe had an impressive number of heavy silver coins covered with a layer of vermilion. They had belonged to my grandmother, I had been told, part of the worship of Lakshmi, the goddess of wealth.

I lay my hands on a few of the coins, carefully rubbing off the vermilion with a prayer to Lakshmi begging forgiveness for a crime committed for a worthy cause, at least as I saw it. The wrath of the goddess didn't descend on me, not immediately at least.

Some years later, while *browsing through titles* at a roadside bookshop, I found a crisp hundred-rupee note inside the pages of a book, an American publication offering simple clues to lifelong success. It did occur to me that the note didn't quite evoke the dreams a million-pound note might have done. One must *learn to make do with* dreams one can afford. And, thanks to the Finance Minister at the time, one hundred rupees was *not to be scoffed at*. I did weigh the ethical implications of what I was about to do and, wisely say I, with contemporary hindsight, decided to keep it.

The third temptation came my way years later when I was in England as an undergraduate. This was my first winter in London and miserable winter it was – the worst in 200 years, said the experts. Since I hadn't been around for the time-span specified, this wasn't much consolation. But sitting one evening in a flat I shared with a fellow student, as the snow

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settled silently on the landscape outside the window, I felt an irresistible urge to see Walt Disney's *Fantasia,* primarily to listen to Beethoven's Pastoral Symphony and relive the warmth of a sunny and joyful countryside.

The change left by the milkman was the answer to my prayers. In all fairness to myself, I did reimburse my flat-mate after spinning a yarn. But that was no crime, considering the cause – *Fantasia.*

(*The Statesman* 12 November 1989)

1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) one is hard–up

(ii) a mental note

(iii) browsing through titles

(iv) learn to make do with

(v) not to be scoffed at

b. Answer the following questions briefly in your own words as far as possible.

(i) 'I had made a mental note .....' What 'mental note' did the author make as a child ? [2]

(ii) '.....I had been told .....' What had he been told ? [2]

(iii) What two things did he do while he lay his hands on a few of the coins ? [2]

(iv) What happened 'some years later' ? [2]

(v) 'I ..... decided to keep it'. Before deciding to keep it, what two things did the author make note of ? [2]

c. 'But that was no crime, considering the cause – Fantasia.' Describe in 50 words the third temptation that came in the author's way when he was in England. Did he succumb to it ? [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) He said that he was innocent.

[End : ..... innocence]

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(ii) As you sow, so shall you reap.
[End : ..... your sowing]

(iii) He died in the village where he was born
[End : ..... village]

(iv) I have found the watch that I had lost.
[End : ..... found it]

(v) His behaviour annoys me sometimes.
[End : ..... his behaviour]

b. Give the meaning of 'full' in each of the following sentences to show the difference. [5]

(i) Her face was *full* when she was younger.

(ii) We enjoyed our holiday to the *full.*

(iii) The sun shone *full* on her face.

(iv) Your work is *full* of mistakes.

(v) He is *full* of his visit to Japan.

c. Choose the sentence that is syntactically preferable. [5]

I (i) Juhi only borrowed five books.
(ii) Juhi borrowed only five books.

II (i) I read only the best of modern fiction.
(ii) I only read the best of modern fiction.

III (i) Let the baby play herself.
(ii) Let the baby play by herself.

IV (i) My mother saves nearly half her salary.
(ii) My mother nearly saves half her salary.

V (i) When a boy, my mother gave me her rosary.
(ii) When I was a boy, my mother gave me her rosary.

d. Combine each set of sentences into one Simple sentence. [5]

(i) I want to go to market. I have to buy vegetables.

(ii) Kalidas was a great dramatist. He wrote Shakuntala.

(iii) Every Indian respected Mahatma Gandhi. There is no doubt about it.

(iv) The sun rose. We went out for a walk.

(v) He sold fruit. In this way he earned his living.

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Exercise 42

Read carefully the passage given below and answer the questions (a), (b) and (c) that follow. All answers must be based on information given in the passage.

It was in 1961, February, if I remember right, when Queen Elizabeth was on a visit to India and her itinerary included an industrial township in West Bengal where I happened to be working. The administrative machinery had *swung into hectic activity* with seniormost officials from New Delhi and Calcutta descending in hordes. The whole town was *spruced up*, the streets were swept, the lightposts painted.

But you should have seen the cars. They came from practically all over the country, of different makes, shapes, sizes and colours, and the people of the township marvelled at the sheer variety of it all. The Queen was to use a black Cadillac and when attending a civic reception, it was going to be a white Cadillac Tourer in which she would stand and wave to the public.

The day before the great day, the chauffeur who would be driving the black Cadillac reported to the authorities. A handsome, tall man with a big, very big moustache. And that *created an aesthetic problem*. You see, the Government officials, after serious deliberations, decided that the moustache should be trimmed. Its owner *begged to differ*. While the barber waited in considerable suspense, a pair of scissors in his right hand and a small comb in his left, the negotiations went on.

After what seemed an eternity, the chauffeur *condescended to part with* just so much of the fungus on his face and no more. The barber went into action. Operation trimming took almost as long as the arguments that had preceded it, with the driver watching the barber like a hawk and the bureaucracy pleading, 'A little more, just a little more'. It was a proper sight, I can tell you!

(*The Statesman* 24 September 1989)

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1. a. Explain the meanings of the following expressions as they are used in the passage. [5]

(i) swung into hectic activity
(ii) spruced up
(iii) created an aesthetic problem
(iv) begged to differ
(v) condescended to part with

b. Answer the following questions briefly in your own words as far as possible.

(i) 'It was in 1961.....' What was the occasion ? [1]
(ii) How did this occasion affect the administrative machinery ? [2]
(iii) 'But you should have seen the cars'. Why does the author make this statement ? How did it affect the people ? [3]
(iv) What does the author say about the Queen's use of these cars ? [2]
(v) 'It was a proper sight, I can tell you !' What does this remark tell you about the author's feelings ? [2]

c. Describe the 'aesthetic problem' the chauffeur fell into. Your answer should not exceed 60 words. [10]

2. a. Rewrite the following sentences as directed without change in meaning. [5]

(i) Who taught you English in School ?
[Change into Passive voice]
(ii) He speaks too fast to be understood.
[Remove 'too']
(iii) The two sarees cost eight hundred rupees.
[Use the Noun form of 'cost']
(iv) Death before dishonour !
[Begin : It is .....]
(v) He does not speak as he thinks.
[End : ..... thoughts]

b. Explain the difference in meanings in the following sentences. [5]

(i) Our thoughts *went out* to our families.

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(ii) Short skirts *went out* some time ago.

(iii) He *went out* like a light.

(iv) My uncle *went out* to Nigeria.

(v) They *went out* together for several years.

c. Complete the sentences with the given words taken from the passage : (whole, comb, sheer, face, right)

[5]

(i) I told him to come, and ____ enough he arrived the next day.

(ii) On the ____ , I liked the programme put up by the children.

(iii) He won the match by ____ determination.

(iv) The police had to ____ the woods for the killer.

(v) I couldn't ____ another day at work, so I pretended to be ill.

d. Combine each set of sentences into one Simple Sentence. [5]

(i) The sun set. The boys had not finished the game.

(ii) I have some duties. I must perform them.

(iii) He was tired of play. He sat down to rest.

(iv) This is my friend. His name is Priyanka.

(v) He failed. He persevered.

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Answer Key

(for question on functional grammar, structure and usage of the language)

Exercise 1 2 a. (i) You are testing me I am testing you likewise (ii) They are unlikely to get emotionally blackmailed (iii) In their opinion, system and policies become obsolete the moment they are set in the ever-changing world (iv) To them, their creativity is completely stifled and the pace of their work hampered by controls (v) You can only do and say things sensible to them. **b.** (i) away (ii) cup (iii) work (iv) piece (v) where. **c.** (i) considered (ii) refusal (iii) grieving (iv) fictitious (v) documentary. **d.** (i) stout (ii) sinner (iii) silence (iv) rest (v) divide.

Exercise 2 2 b. (i) to (ii) up (iii) out (iv) on (v) up. **c.** (i) unwelcome/frightened (ii) with short breaks/without break (iii) opposite to borrow/to be returned later (iv) official authorisation/authorised (v) baked dough/born and brought up selectively. **d.** (i) Seema can neither sing nor dance (ii) This is so far so good (iii) We wanted Rekha to come, but she did not (iv) I sent him to a private school so as to learn well (v) I scarcely spotted the bird when it flew away.

Exercise 3 2 a. (i) After washing herself, Sharmila had breakfast (ii) Do it, or you will suffer (iii) Sharmista has enough strength to walk (iv) I could not help feeling sorry for Sushma (v) I shall not go there unless you come. **b.** (i) awkwardly (ii) surely (iii) more gracefully (iv) faster (v) any other. **c.** (i) He is in a temper (ii) This is fine poetry (iii) We should speak the truth (iv) Children are inquisitive by nature (v) Kalidas is the Shakespeare of India. **d.** our, me, me, my, me, my, I, her, you, my.

Exercise 4 2 a. (i) Arun sorrowfully cried out that he was ruined for life (ii) Having read the book, the boy returned it to me (iii) We give free education to everyone (iv) Hot or wet I can't help going there (v) You are requested to keep off the grass. **b.** (i) smiling (ii) pleasant (iii) astonishing (iv) shocked (v) interested. **c.** (i) heal (ii) lesson (iii) confident (iv) human (v) counsel. **d.** assisted, wanted, trying, to reach, fell, managed, to push, yelled, came, could.

Exercise 5 2 a. (i) The duration of my stay is doubtful (ii) The war having ended, the soldiers returned (iii) This town, once a prosperous sea-port, is now a heap of ruins (iv) Before I can help you, I must know all the facts (v) Do I know anything about you? **b.** (i) I request you to kindly help me (ii) I went there to inspect it personally (iii) What is the good of my going there ? (iv) He prevented me from smoking (v) She is learning how to swim. **c.** (i) arrived as expected (ii) became

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fashionable (iii) be elected (iv) take part/be of help (v) be useful. **d.** A, an, x, a, x, a, a, the, the, the.

Exercise 6 2 a. (i) You are a fool, and must get out (ii) No man can escape his fate (iii) Is not Madhuri the prettiest girl in the village ? (iv) He is seemingly tired (v) No sooner did he come in than we cheered. **b.** of, to, of, on, of, for, in of, for, in **c.** (i) Anita said that he would be there the next day (ii) Priya thought that they were coming the next day. (iii) Amir bought the house so that he might have a home in his old age (iv) Pooja had finished the work last week (v) If Amrita cannot come, she will let you know. **d.** started, to work, has helped, stepped, wanted, to express, getting, cleaned, improving, noticed.

Exercise 7 2 a. (i) You should not defend a false case (ii) No sooner had he left than it began to rain (iii) He will obey only after punishment (iv) I pray that the good lord might bless you (v) Soldiers must not be without loyalty to the country. **b.** (i) with approval (ii) less luggage (iii) make clear/explain (iv) match/fire to burn something (v) one who wakes up easily. **c.** (i) need (ii) travels (iii) has (iv) is (v) goes. **d.** our, his, we, him, mine, I his, I he, my.

Exercise 8 2 a. (i) My father is so old that he cannot learn new things (ii) She was rather foolish to believe him (iii) Unless you work hard, you will not succeed (iv) No other city in India is so big as Mumbai (v) We had hardly reached the station when the train left. **b.** at, in, on, of, of, in, of, of, on, in. **c.** (i) to be (ii) wrote (iii) has been (iv) is (v) Having been. **d.** (i) neither (ii) either (iii) Although (iv) lest (v) since.

Exercise 9 2 a. (i) Who does not want to become rich and famous ? (ii) None but he can go for a swim (iii) His parents taught him this in his boyhood (iv) He was very pleased at having won a prize (v) Unless you keep quiet, you will be fined. **b.** (i) clear (ii) address (iii) open (iv) drop (v) way. **c.** (i) shall (ii) might (iii) could (iv) would (v) should. **d.** endures, acquainted, is, am, invited, enjoyed, said, wonder, related, replied.

Exercise 10 2 a. (i) He inquired of us whether we were going away that day (ii) She ran away lest she should be seen (iii) No city is less polluted than the other (iv) No one knows the time of his death (v) He is tall enough to touch the ceiling. **b.** (i) but (ii) or (iii) else (iv) only (v) for. **c.** (i) hair (ii) stone (iii) poetry (iv) company (v) Measles. **d.** in, to, some, about, the, that, in, the, with, why.

Exercise 11 2 a. (i) Good hearts give birth to/generate good thoughts (ii) I advised you not to play with fire (iii) He rejected all that we proposed (iv) I prefer skiing to skating (v) This secret report should be of considerable interest to you. **b.** (i) failure (ii) content (iii) leave (iv) move (v) test. **c.** into, on, of, of, for, of, of, at, for, for. **d.** were, sitting, watching, exclaimed, didn't know, liked, to watch, responded, interested, is.

Exercise 12 2 a. (i) He is being carried to the victory stand (ii) Inspite of her poverty, my maid is honest (iii) Let the doctor be sent for (iv) His friend is not less

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brave than he (is) (v) He says that I should wait till he comes. **b.** (i) passage (ii) high (iii) sea (iv) broke (v) room. **c.** was walking, realised, was following, walked, turning, stopping, appeared, stopped, was wondering, decided. **d.** the, the, the, the, the, the, a, the, a, a.

Exercise 13 2 a. (i) He is said to be a spy (ii) You should leap after thinking (iii) None but graduates need apply for the post (iv) Boys who are industrious are always successful (v) It was rather crowded at the crematorium. **b.** (i) hear, singing (ii) have sat, doing (iii) says, knows (iv) seems, have improved (v) recognise, wear. **c.** (i) She acted as if she was ill (ii) So far as I know, she is absolutely unreliable (iii) The party was given for you and me (iv) He spoke in favour of me. (v) What can you do in case/if you fail ? **d.** my, I her, my, him, our, I, my, I my.

Exercise 14 2 a. (i) Some animals died through neglect (ii) The teacher will pardon him provided he makes his confession (iii) In spite of its being very warm, we carried on (iv) He never fails to repay whatever he borrows (v) His thoughts about the matter were known to me. **b.** (i) I have finished my work (B) (ii) the week ends (B) (iii) her mother died (C) (iv) we came out (A) (v) it stops raining (C). **c.** (i) lose (ii) mettle (iii) quiet (iv) soar (v) refuge. **d.** asked, was, soared, were chatting, told, said, thought, could, confessed, look.

Exercise 15 2 a. (i) I cannot afford a new house at present (ii) I ought to have known what was going to happen (iii) You had better come back tomorrow (iv) Shouldn't you have stopped at the traffic lights ? (v) I have reserved a table for your friends. **b.** (i) who (ii) sweetly (iii) affects (iv) we (are) (v) worse. **c.** (i) has (ii) were (iii) was (iv) is (v) is. **d.** for, to, in, with, to, of, with, to, to, of.

Exercise 16 2 a. (i) She ought to have left later (ii) Upon our arrival we had a hearty breakfast (iii) Could you give me a few examples to help ? (iv) What's the use of taking your car if you can't park ? (v) Besides doing all the cooking, I help father. **b.** (i) look up (ii) look on (iii) look into (iv) look at (v) look after. **c.** (i) specialised, building, placing, to prepare, explained, required, would know, laid, would know, would die. **d.** into, with, in, in, to, down, after, to, of, at.

Exercise 17 2 a. (i) I shall be given a gold chian (by him) (ii) No other Prime Minister of India was greater than she/as great as she. (iii) This pitch was so uneven that it was unfit to play (iv) Alas that he died so young ! / O,what a young age for him to die ! (v) The evil that man does lives after his death. **b.** (i) formerly (ii) hanged (iii) continuously (iv) lying (v) affect. **c.** raged, realised, was sinking, called, knows, stepped, said, pray, put, are **d.** in, me, the, my, and, a, when, you, for, the.

Exercise 18 2 a. (i) He insisted on being paid (ii) He is in the habit of taking bed tea every morning (iii) This car costs Rs 10,000 annually for its upkeep (iv) Do you have the intention of marrying this girl (v) It is compulsory for the students to study a third language upto class VIII. **b.** (i) high (ii) front (iii) home (iv) school (v) right.

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c. the, the, a, (x), (x), (x), the, a, a, a. **d.** I, our, I, my, I my, he, my, his, it.

Exercise 19 2 a. (i) What is the use of marrying you (ii) In view of his illness he will be unable to play (iii) He had scarcely entered when they shouted/began to shout (iv) O, had I been in Sydney for the Olympics (v) In addition to advising, he helped me. **b.** he, who, herself, my, she, My, her, I, I, I. **c.** is, was working, was astonished, to see, preparing, to sleep, lighting, to protect, told, to scare. **d.** (i) Seeing the teacher the student fled away (ii) It was unwise to go out in the cloudy weather (iii) There goes Pele, king of soccer (iv) Inspite of his poverty he is honest (v) I have a house to let.

Exercise 20 2 a. (i)The place sounds very quiet, as though deserted (ii) Am I to leave home ? (iii) He is not less important than you (are) (iv) The Chief Minister has the wisdom/is full of wisdom (v) Is there a man who did not love our Caesar. **b.** started, waving, flattered, was, waved, beckoned, strolled, replied, smiling, said. **c.** his, his, him, his, they, you, your, his, I, him. **d.** (i) I have no money to spare (ii) Mohan solved the puzzle in no time (iii) He is too upright to betray her (iv) Alexander, king of Macedon, invaded India (v) After the storm the sky cleared.

Exercise 21 2 a. (i) The members of the opposition loudly cheered the Prime Minister's speech (ii) It was not that the people did not love their princess (iii) I would do everything to see you happy (iv) Most philosophers write less analytically as Dr. Radhakrishnan (v) He said that His Excellency had died in a car accident. **c.** (i) That was a cowardly thing to do (ii) The explosion caused much damages (iii) We will discuss that matter later (iv) Everyone admired his courage (v) Pay attention to what I am saying. **d.** spending, enduring, stopped, brought, asked, snapped, apologising, explained, spent, going.

Exercise 22 2 a. (i) Gandhiji had this to say (ii) He had enough money to keep the home going for a year (iii) Since that time the Mahatma has worn simple home spun cotton clothes (iv) Legally, no one was allowed to make salt from sea water (v) This did not trouble Gandhi. **b.** (i) around (ii) were (iii) of course (iv) true (v) with. **c.** (i) I have been told to do this (ii) Guavas are said to be better than apples (iii) This is the girl I like (iv) Give me one, too (v) Excuse me, what else can I do ? **d.** (i) reveal (ii) innocent (iii) forbid (iv) raw (v) clear.

Exercise 23 2 a. (i) It is really a good idea (ii) Hurry up! Or else, you will miss the train (iii) Isn't she fantastic ? (iv) India's wildlife is slowly going down (v) I am afraid, I can't. **b.** (i) being (ii) do (iii) quite (iv) on (v) deep. **c.** (i) header/headed (ii) presence/presentation (iii) down/downed (iv) executive/executioner (v) principal/principle. **d.** Consider, has devoted, took, has published, attends, says, understands.

Exercise 24 2 a. (i) It is probable that he will never become a parent (ii) The baby Sarus had been pelted with stones by some village children (iii) With expectation he stands at the doorway (iv) Although a motor cyclist whizzes by, Kurrkutt does not

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give the contraption even a glance (v) Had he had hands, he would surely have knocked. **b.** (i) who (ii) my (iii) to be (iv) to (v) with. **c.** examination, what, end, heart, up. **d.** came, had been, is trying, arrest, has been.

Exercise 25 2 a. (i) No one was at all prepared for this (ii) India without her was unimaginable (iii) The news of the assassination shot through the city like a light flash (iv) Rajiv looked unwaveringly composed (v) At six in the evening, the AIR and Doordarshan announced the news. **b.** (i) skin (ii) with (iii) all (iv) What/All (v) off. **c.** (i) He told me his intention (ii) The soldier was ready to drop out of exhaustion (iii) The student was not able to give any reason for his absence (iv) I cannot call his vile action noble (v) Straight along this road you will find the station.

Exercise 26 2 a. (i) You are so good a boy that you cannot be shot for falling asleep only once (ii) The officers did not like him giving them a second chance (iii) The army court had tried him (iv) An example of this so-called weakness of the President follows (v) While dying he blessed the mercy of his President, because he had given him the chance to die for his country. **c.** (i) cards (ii) water (iii) over (iv) to (v) in. **d.** (i) playing (ii) made (iii) from (iv) trick (v) where.

Exercise 27 2 a. (i) It is late at night that a desert wind howls (ii) Until that time they are going to live separately (iii) Should Achala die during the ensuing period, Ganga will never be allowed to marry (iv) Very few villagers are now unaware that child marriages are illegal (v) The villagers easily spot out the strangers. **b.** (iA) to go on a condition (iB) He didn't come, so I didn't go (iiA) Positive and liked (iiB) negative and not approved (iiiA) permission (iiiB) ability (ivA) rather weak and not approved (ivB) weak but accepted. **c.** (i) finished (ii) changes (iii) didn't have (iv) had he been smoking (v) had ... held/slipped. **d.** Hints : (i) day dreaming (ii) an element of cowardice (iii) to have something to drink (iv) exactly (v) directly.

Exercise 28 2 a. (i) He has been handed a small bag full of rupees by the lama (ii) There is hardly any room even for a mouse (iii) It was dawn when the lamps were paling and the guard came round (iv) In spite of all the carriage bidding the guard (to) be merciful, he hauled Kim on to the platform (v) The lama asserted that he did not fear. He then enquired if he had room within for two. **b.** (i) and, to, (ii) very, at, (iii) would to, out, (iv) would, in, declining. **d.** (i) to (ii) to (iii) to (iv) to (v) to.

Exercise 29 2 a. (i) No sooner did he say 'Do this', than it was done (ii) No other boy in the class is as active as he (is) (iii) Although he is very powerful, he is incorruptible (iv) Can man live by bread alone ? (v) Only the brave deserves the fair. **b.** a, the, a, the, the. **d.** (i) herbalist (ii) green grocer (iii) hangar (iv) orchard (v) apiary.

Exercise 30 2 a. (i) They had folk songs that were common (ii) Even though there was the caste system preventing fusion, all this took place (iii) Both the

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communities have some semi-religious festivals (iv) Many scholars were also attached to the Court (v) Books were written in Hindi by Moslem scholars. **b.** (i) c (ii) b (iii) b (iv) b (v) c. **d.** (i) would never have given (ii) will turn (iii) knew (iv) do not do (v) knew.

Exercise 31 2 a. (i) Creative people have enormous patience that children do not have (ii) Unlike the less creative people, highly creative people are much more open to the complexities of experience (iii) Their fluency in producing ideas is doubtful (iv) Extremely intelligent people may not be the same as those gifted in creative work (v) Memory may falter with age but creativity is ageless. **b.** (i) make (ii) how (iii) to (iv) donkey (v) crow. **c.** (i) mayor (ii) violinist (iii) upholsterer (iv) mortuary (v) orchard. **d.** Hints : (i) short of money (ii) obssession (iii) to behave abnormally (iv) ordinary kind (v) die.

Exercise 32 2 a. (i) He had forgotten his age (ii) That is not really a barrier (iii) Hira came into his life. She was a young girl. She was mentally retarded, though (iv) Both knew now that they could not be parted before death (v) Their relationship defies the difference in age. **b.** (i) has not sung, was (ii) wishes, knew, mattered (iii) ask, would (iv) controls, masters. **c.** Hints : (i) make enough for a bare living (ii) talk only about one's narrow experience in trade or profession (iii) watching intensely (iv) possibilities (v) recover from. **d.** at, with, in, for, at, into, up, back, in, to.

Exercise 33 2 a. (i) The worst ever industrial accident was quickly dwarfed by the tidal wave of human suffering. It spread across the city like the poison cloud. The cloud caused the disaster (ii) Most possibly accidents such as this may be repeated (iii) Since that time he has not seen his family alive (iv) When I awoke, my eyes were smarting (v) Did the accident have to happen ? The question nagged most persistently. **b.** (i) up (ii) in (iii) book (iv) up (v) at. **d.** Hints : (i) do what is advised (ii) take care (iii) frankly (iv) great (v) predicted.

Exercise 34 2 a. (i) There was a single image in view (ii) All over the continent, she is a legend (iii) Wherever she went, she was mobbed (iv) In the end the only emotion could have matched the performance of Usha (v) There seemed to be only one runner. **b.** (i) to (ii) for (iii) for (iv) in (v) of. **c.** Then she proceeded to question him if he was the brother. Charles respectfully agreed. Charles gave her the name as Charles Das in reply to her query.

Exercise 35 2 a. (i) A new label is being added almost every second day (ii) Everybody is getting into this revolution in life styles (iii) Everyone has space of his own (iv) Dress sense was absent among teenagers in our days (v) The woman is aware of what would look good on her now and she has the money to buy it as well. **b.** (i) frankly/honestly (ii) First/Secondly/well (iii) all. **c.** The boy was stupid. He never did his homework. He was all the time naughty and inattentive. He would

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not listen to me and could not answer my questions. It was better to take him to a psychiatrist (He was better taken to a psychiatrist). **d.** (i) particle (ii) darling (iii) seedling (iv) maiden (v) hillock.

Exercise 36 2 a. (i) He said to her, "Have you not received the letter that I wrote to you to say that I am coming home ?" (ii) Now that he was home again, he would recover (iii) He did not quite listen (iv) He did not care at all when (after all) he was going back (v) His eyes had the look of a beaten dog. **b.** (i) up (ii) on (iii) with (iv) turns (v) down. **c.** (i) at sometimes visited/drank milk now and then (ii) 'foolishly' related to 'smiled'/to 'loved' (iii) tears in his eyes/in her eyes. **d.** (i) have read (ii) wrote (iii) pulled (iv) will you be doing (v) would see.

Exercise 37 2 a. (i) The sick people were cared for in the open air (ii) So much was to be done (iii) For one man it could not be done against such odds (iv) The bottles are nearly all alike (v) Dr. Schweitzer wondered whether he would like to help him (Dr) in the hospital. He politely agreed. **b.** (i) could not (ii) had not done (iii) wrote (iv) reached/arrived (v) had switched/jumped. **d.** heed/let/let/dogs/help.

Exercise 38 2 a. (i) His sins will wash away, but his debts won't (ii) Someone shouted to remind him that he had forgotten to bathe for himself. He strongly disagreed (iii) It seemed that he was warming up (iv) The dark spot was gone after hovering over the water for a moment (v) He placed his lota on his clothes. They were neatly folded **b.** (i) break up (ii) bring up (iii) have watched (iv) did (v) can. **c.** (i) c (ii) b (iii) d (iv) c (v) c.

Exercise 39 2 a. (i) Prasanna bowls not as fast as Bedi (ii) The fact is evident enough to require proof (iii) The bridegroom was only a lad of sixteen and Jew by birth (iv) My knife is not blunt (v) The boys respectfully said, "Good morning, teacher". **b.** in, of, to, to, at, to, at, to, to, on. **c.** (i) was delighted (ii) is invited (iii) are requested (iv) are unable (v) was present. **d.** (i) Take it or leave it. (ii) Although annoyed, he kept quiet (iii) He is poor, but he is contented (iv) He may slay me, yet I will trust him (v) God made the country and man made the town.

Exercise 40 2 a. (i) He is not only industrious, but also intelligent (ii) In the event of being late, you will be fined (iii) Inspite of her many faults, he loves her (iv) He tried every plan (v) He aims at becoming rich by working hard/and works hard. **b.** A, the, a, the, the, the, a, a, the, the. **c.** (i) plays (ii) does (iii) seems (iv) comes (v) needs. **d.** (i) lay (ii) lain (iii) lying (iv) laid (v) laying.

Exercise 41 2 a. (i) By whom were you taught English in School ? (ii) He speaks so fast that he cannot be understood (iii) The cost of the two sarees is eight hundred rupees (iv) It is better to die than be dishonoured (v) His speech does not tally/conform with his thoughts **or** His speech is not the same as his thoughts. **b.** (i) to be in sympathy (with) (ii) cease to be fashionable (iii) to sleep, fall into unconsciousness, stop shining (iv) to travel (v) to spend time regularly. **c.** (i) right

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(ii) whole (iii) sheer (iv) comb (v) face. **d.** (i) The boys had not finished the game by sunset (ii) I have some duties to perform (iii) Tired/Being tired of play he sat down to rest (iv) This is my friend Priyanka (v) Having failed he still presevered.

Exercise 42 2 a. (i) He insisted on his innocence/He pleaded innocence (ii) You shall reap as per your sowing (iii) He died in his native village (iv) I lost my watch and found it (v) I am sometimes annoyed by his behaviour. **b.** (i) round; fleshy (ii) to the greatest degree ; greatly (iii) straight ; directly (iv) containing ; having plenty of (v) talks about it a lot. **c.** I. (ii) II. (i) III. (ii) IV. (i) V. (ii). **d.** (i) I want to go to market to buy vegetables (ii) Kalidas, a great dramatist, wrote Shakuntala (iii) Undoubtedly every Indian respected Mahatma Gandhi (iv) The sun having risen, we went out for a walk (v) He earned his living by selling fruit.

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